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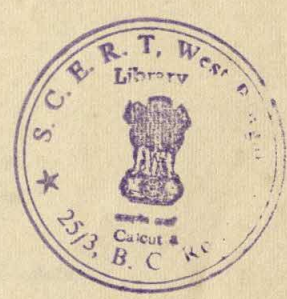
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Symbols :

Data not available
Quantity nil
Not applicable
Estimate

A solid line separating figures in a time series indicates a break in the series due to change in definition, coverage, etc.

Note : The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of the Unesco Secretariat concerning the legal status of any country or territory, or of its authorities, or concerning the delimitations of the frontiers of any country or territory.

1. INTRODUCTION

1. HISTORICAL BACKGROUND

The development of pre-school education is one of the best examples of the rewarding results of pooling ideas at the international level.

In every age, children have been a source of inspiration for artists of all kinds - painters, poets, and so on (Rubens, Montaigne, Dickens, Victor Hugo...) - and between the concept of the child as a passive, receptive being, towards whom teachers acted on the basis of the old adage "Nihil est in intellectu quod non fuerit in sensu" (Nothing can be understood by the mind that has not been perceived through the senses) and that of the child as an observant creature, capable, at the age of four weeks, of discovering his first mistake - for the inanity of human reason had already struck him in his struggle during the process of incarnation¹ - many different attitudes are to be observed.

At the beginning of the seventeenth century, the Moravian grammarian Comenius affirmed that "a child's first impressions should create good standards of conduct and his earliest habits should instil notions of virtue".

In the eighteenth century, a Paris priest, Jacques-Denis Cochin (1726-1783) had the idea of opening refuge centres *salles d'asile* for neglected children, thus protecting them from cold and hunger and the sight of bad examples in the streets. The eighteenth century might be called children's century, since it witnessed the publication of J.-J. Rousseau's "Emile" in 1762 and the births of Pestalozzi, Owen, Itard, Seguin and Froebel.

Jean-Henri Pestalozzi (1746-1827), a Swiss pedagogue born at Zurich, endeavoured to improve the education and instruction of children of the poorer classes.

Robert Owen (1771-1858) was the founder of infant schools in Great Britain. Throughout his life, this manufacturer worked unremittingly (foundation of co-operatives, trade unions, day-nurseries, schools, etc.) to better the living conditions of the workers in his textile firm. In 1813, he published his first essay, in which he described the main principles of his new system of education and social reform, based on the idea of man as the victim of his circumstances, and the importance of first influences. Robert Owen travelled widely in Europe, where he was able to exchange ideas, and in America, to which he exported them.

Two French doctors, Itard and Seguin (eighteenth century) studied the behaviour of abnormal children and tried to awaken their intelligence by finding them occupations which made demands on their senses. They did not succeed in establishing a method, but their findings were later handed over to Maria Montessori. After Seguin's death, Itard emigrated to America.

Friedrich Froebel, a German pedagogue and a great admirer of Jean-Jacques Rousseau, was born at Oberweissbach in 1782. It is to him that we owe the term "kindergarten", for he compared children to young plants which must be tended like flowers in a garden. His main idea was to explain the meaning of words to children before teaching them to read. He devised the method of taking a central subject, or centre of interest, to which all the exercises and occupations of a whole day would be related. The first kindergarten was established in the United States of America in 1856 and was run by a German, Mrs. Schurz. It was not until four years later that Elizabeth Peabody organized the first English-speaking kindergarten.

In 1880, thanks to the efforts of Pauline Kergonard (1838-1925), nursery schools made their appearance in France, where they replaced the refuge centres.

On 6 January 1906, a school for normal children of 3 to 6 years of age was opened in Italy. It fell to Maria Montessori to take charge of this institution, known as the *casa dei bambini*. Many people came from abroad - and particularly from America - to behold the astonishing results of the method employed. It was during a stay at the hospital at Bicêtre (near Paris) that Maria Montessori met Dr. Bernouville, who introduced her to the writings of Itard and Seguin on abnormal children. After reading them, Maria Montessori decided to give up the thesis which she had come to Paris to prepare, and to devote all her energies to the education of normal children, following the methods which had proved successful for abnormal ones. She therefore returned to Rome to look after the *casa dei bambini*, where she applied the method of sensorial exercises and introduced the principle of "Health, Education, Happiness".

The United States, in its turn, exported the new educational methods which it had learnt from Europe, and it was an American woman educator who opened the first kindergarten in Argentina.

1. *L'Enfant*, Maria Montessori, Rome, 1950.

Present-day methods are, in general, based either on Froebel's system, which consists in making direct demands on the intelligence through the study of a central subject, or the Montessori method, in which the senses are called into play, or on a combination of both methods.

2. INTERNATIONAL CONFERENCES ON PUBLIC EDUCATION

On two occasions (at the VIIIth and XXIVth Conferences), the International Conferences on Public Education, held at Geneva by the International Bureau of Education have adopted a recommendation concerning the organization of pre-primary education.

The first of these recommendations, addressed to the Ministries of Education of the various countries was adopted in 1939; it is No 17 in the collected edition of the Recommendations of the International Conferences on Public Education. The second (No 53) was adopted in 1961; in general, it repeats the earlier one, but lays particular emphasis on certain important points. It states, for instance, that "although the family remains the most suitable environment for the child's development, parents require assistance, since even under the best of conditions they can no longer meet on their own all the educational needs of the young child when he approaches the age of four".

We reproduce below several paragraphs taken from the recommendation which the XXIVth Conference submitted to the Ministries of Education of the different countries.

"1. It is important that the authorities responsible for education should encourage the introduction, extension and progress of pre-primary education, taking into account the stage reached by education in each country and the situation in different localities.

"3. In countries where the provision of compulsory schooling for all has not yet been achieved, it is desirable, while reserving priority for the requirements of the primary school, to take steps for the development of pre-primary education facilities, particularly in industrial areas and in rural areas where women workers are widely employed.

"10. The method of financing public pre-primary education establishments may vary according to the administrative structure of each country; it is, however, to be hoped that the cost of this type of education will be assumed not only by the local authorities but also by administrative authorities of a higher level.

"11. In so far as establishments run by private initiative make up for a shortage of public provision for pre-primary education and offer adequate facilities for education and social welfare, these establishments should be able to count on financial assistance from the authorities.

"13. When an establishment is financed entirely by the public authorities, it is desirable that the children should be admitted free of charge.

"14. The minimum age for admission to pre-primary education establishments varies with the characteristics of the different types of institution; the leaving age, however, should coincide with the statutory age for entering the primary school.

"16. The number of children per teacher at pre-primary level should be lower than the number of pupils in a primary school class and should be proportionately smaller as the children are younger; it is desirable that the average number of children present should not exceed twenty-five.

"28. As the education of children of pre-primary age presents psychological and educational problems of a particular kind, it is important that persons intending to take up this work should possess the necessary qualities and receive a specialized training which should be supplementary to a general training in education, and to this end it is desirable to create pilot institutions attached to teacher training establishments.

"29. The studies and qualifications required of pre-primary teachers should be at least of the same standard as those required of primary teaching staff.

"30. Where there is a shortage of qualified pre-primary teachers, it might be useful to organize emergency specialization courses for persons already possessing some educational experience and the necessary abilities, to be followed later by in-service training which would gradually place them on the same level as qualified pre-primary teachers."

3. UNESCO RECOMMENDATION CONCERNING THE INTERNATIONAL STANDARDIZATION OF EDUCATIONAL STATISTICS.

At its tenth session (Paris, December 1958), the General Conference of Unesco adopted a recommendation concerning the international standardization of educational statistics.

This recommendation contains the following definition of pre-school education: "Education preceding the first level, which provides education for children who are not old enough to enter a school at the first level (e.g. at nursery school, kindergarten, infant school)".

It is added that the data given in the tabulations should conform, as far as possible, to the above definition. "Whenever possible, separate figures should be presented for public and private schools. Where appropriate, private schools could be subdivided into those aided and those not aided by public authorities".

Data concerning the following points should be collected periodically:

- 1) Number of schools.
- 2) Number of teachers by sex, and by qualification (according to the practice in each State).
- 3) Number of pupils by sex.

Further, statistical data on educational finances should be classified according to the purpose of the expenditure, without forgetting to mention education preceding the first level.

4. SOURCES OF DATA

The statistics given in this document are derived mainly from information collected through questionnaires sent by the Unesco Secretariat. Among other sources of information, two works deserve special mention: "World Survey of Education", published by Unesco, and "Organization of Pre-Primary Education" (1961) published jointly by Unesco and the International Bureau of Education.

5. PRESENTATION OF MATERIAL

Whenever possible, the definition given in the Unesco recommendation has been followed; in cases where the field covered by the statistics was not in conformity with that definition, this has been stated. Unfortunately, it has not always been possible to distinguish between figures relating to infant schools and kindergartens and those referring to day nurseries, crèches, etc.

A great deal of caution should therefore be exercised before attempting to compare the data for any two countries or territories.

In the first place, an effort has been made to give a world-wide picture of pre-school education. Nevertheless, the statistics concerning China (Mainland) have not been included in the summary tables, because the information available related to all types of institutions open to children under school age.

The same applies to other countries but, in the case of China, the figures are particularly high, since 70 million children were enrolled, in 1959, in such institutions, whereas, for the same year, the number of children enrolled in pre-primary institutions in all the other countries of the world was estimated at about 15½ million. It would have been possible to include China (Mainland) in the summary tables if the percentage distribution of children between establishments such as crèches, day nurseries, etc., open to very small children (under 2 or 3 years, for example), and the other pre-primary school institutions had been known. Unfortunately, the source from which this figure of 70 million pupils for all pre-primary institutions was derived ("Professional Manpower and Education in Communist China", National Science Foundation, Washington, 1961) does not allow of any such evaluation.

Several tables, including as many countries and territories as possible, have been drawn up, showing: the percentage increase in the number of pupils from 1939 to 1949 and to 1959, the age of pupils, the distribution of pupils between public and private schools, the percentage of girl pupils, the average number of pupils per teacher and the percentage of women teachers.

The last chapter contains a survey of pre-school education by countries. For each country, we have given a brief account of the organization of such education, followed by a table of statistics for the years 1950 to 1959 (or 1960), showing the number of establishments, the number of teachers (by sex) and the number of pupils (by sex). Whenever possible, a distinction has been drawn, for the most recent year, between public and private education.

In order to give the reader a basis for comparison between the different levels of education and between the various countries, it has been deemed useful to annex several tables relating to the population of the different countries in 1959 and 1960, the school enrolment ratios, and the number of pupils enrolled in primary schools. Fuller information is available in Unesco's annual publication "Basic Facts and Figures".

II. SUMMARY TABLES AND ANALYSIS

1. POSITION IN 1960, OR THEREABOUTS

TABLE A

Pre-school education: Number of establishments, teachers and pupils enrolled
(The most up-to-date statistics available to the Unesco Secretariat at the end of 1961)

Country or territory	School year beginning	Number of establishments	Number of teachers	Total number of pupils enrolled
Africa				
Algeria	1959	...	...	55 836
Angola	1959	6	17	504
Cameroun	1959	...	...	5 668
Ceuta	1959	4	4	146
Congo (capital Leopoldville) ¹	1959	...	...	52 332
Ethiopia	1957	6	...	357
Gambia	1958	...	...	1 870
Ghana	1957	43	...	2 278
Liberia	1960	45	120	5 025
Libya	1959	20	90	2 637
Madagascar	1959	115	...	6 980
Mauritius and deps.	1958	...	...	6 259
Melilla	1959	6	12	450
Morocco	1960	...	...	4 536
Niger	1959	4	4	415
Reunion	1957	41	68	3 898
Ruanda-Urundi	1958	43	...	2 737
Senegal	1959	9	25	852
Seychelles and deps.	1960	3	3	72
Somalia				
(Former Trust Territory)	1960	9	...	585
South Africa	1958	187	...	8 878
Spanish Equatorial Region	1960	18	17	835
Spanish Sahara	1959	3	4	259
Sudan	1960	28	62	2 062
Swaziland	1960	1	1	70
Togo	1957	7	7	1 064
United Arab Republic (Egypt)	1960	192	...	27 691
Upper Volta	1960	11	11	556
Zanzibar and Pemba ²	1959	6	23	608

Country or territory	School year beginning	Number of establishments	Number of teachers	Total number of pupils enrolled
America, North				
Bahama Islands	1960	8	...	505
Bermuda	1960	15	19	578
Canada	1959	...	...	135 537
Canal Zone	1957	13	...	695
Costa Rica	1960	84	193	5 050
Cuba	1960	...	*2 100	94 359
El Salvador	1960	130	437	12 954
Guadeloupe	1957	...	...	1 947
Guatemala	1959	57	542	17 221
Haiti	1957	...	...	6 250
Honduras	1959	...	...	2 755
Martinique	1957	...	...	6 458
Mexico	1957	1 539	5 416	178 869
Netherlands Antilles	1959	71	239	7 725
Nicaragua	1958	...	...	4 186
Panama	1959	58	97	3 136
St. Pierre and Miquelon	1954	5	13	376
United States	1958	...	...	*2 300 000
Virgin Islands (U.S.)	1957	...	...	312
West Indies Federation of				
Dominica	1960	16	19	578
Jamaica	1958	...	...	7 032
America, South				
Argentina	1960	1 572	4 180	81 201
Bolivia	1956	40	³ 313	8 461
Brazil	1957	3 182	6 377	166 870
British Guiana	1959	5	12	537
Chile	1957	790	...	29 416
Colombia	1959	956	2 730	41 730
Ecuador	1959	100	281	10 866
Falkland Islands	1959	3	10	219
French Guiana	1959	...	19	1 292
Paraguay	1959	102	138	4 113
Peru	1957	198	598	24 830
Surinam	1958	81	268	9 625
Uruguay	1957	...	...	8 805
Venezuela	1959	...	608	20 170
Asia				
Afghanistan	1959	2	18	400
Bahrain	1960	...	...	9 111
China				
China (Taiwan)	1960	675	2 575	79 702
China (Mainland) ⁴	1959	...	...	...

Country or territory	School year beginning	Number of establishments	Number of teachers	Total number of pupils enrolled
Asia (Cont.)				
Hong Kong	1959	236	743	22 725
India ⁵	1958	1 164	2 939	80 118
Indonesia ⁶	1957	1 098	2 237	77 175
Iran	1960	...	...	22 007
Iraq	1960	109	...	12 259
Israel	1960	...	...	*80 550
Japan ⁷	1960	7 206	31 329	742 327
Jordan	1959	28	362	11 595
Korea				
Republic of Korea	1960	297	1 150	15 795
North Korea	1959	7 230	...	300 000
Kuwait	1959	19	265	5 126
Laos	1958	7	18	456
Lebanon	1959	385	690	27 580
Macau	1959	77	210	7 890
Federation of Malaya	1960	...	...	8 163
Mongolian People's Republic	1956	78	...	4 000
Netherlands New Guinea	1959	14	14	416
Philippines	1959	193	450	14 416
Ryukyu Islands ³	1959	35	209	5 252
Sarawak	1960	18	44	1 417
Singapore	1960	40	160	5 464
Syria	1960	...	...	32 704
Thailand	1960	1 025	1 648	38 830
Turkey ⁶	1959	69	107	2 683
Viet-Nam	1959	...	386	18 050
Europe				
Albania	1959	415	926	21 630
Andorra	1960	1	1	26
Austria	1960	1 487	2 559	79 725
Belgium	1959	*4 950	*11 600	392 931
Bulgaria	1960	6 570	11 873	298 790
Czechoslovakia	1960	6 633	17 529	285 863
Denmark	1959	573	2 062	27 161
Faroe Islands	1959	3	10	219
Finland	1959	243	801	15 838
France	1959	5 578	³ 19 162	1 267 296
Germany				
Federal Republic of Germany	1958	*12 000	...	*792 000
Eastern Germany	1959	8 334	22 977	374 420
Greece	1959	1 096	1 216	31 345
Hungary	1960	2 865	8 538	186 187
Iceland	1959	2	13	647
Ireland ³	1959	...	...	63 217
Italy	1958	17 092	29 217	1 088 428

Country or territory	School year beginning	Number of establishments	Number of teachers	Total number of pupils enrolled
Europe (cont.)				
Luxembourg	1959	126	126	4 523
Malta and Gozo	1958	...	...	3 526
Monaco	1959	7	...	256
Netherlands	1959	4 230	11 163	384 246
Poland	1960	7 416	18 404	401 746
Portugal	1959	...	181	6 126
Rumania	1960	7 405	12 533	345 726
Spain	1959	10 858	...	434 320
United Kingdom				
England and Wales	1958	2 638	3 261	80 389
Northern Ireland	1959	...	26	9 752
Scotland	1959	...	...	6 393
Sweden	1959	922	1 000	35 086
Yugoslavia	1960	942	...	69 915
Oceania				
Australia	1954	*730	...	*34 100
New Guinea (Aust.)	1959	11	...	300
New Hebrides (Fr.)	1959	4	4	378
New Zealand ⁸	1960	341	...	19 559
Papua	1959	7	...	150
USSR				
USSR	1960	43 600	243 400	3 115 100

1. Not including pre-primary classes.

2. Not including Koranic schools.

3. Public education only.

4. Allowing for all types of institutions open to very small children, the pupil enrolment in 1959 was 67 700 000 children for 4 980 000 institutions.

5. Excluding nursery classes attached to establishments at other levels.

6. A certain number of establishments have not supplied any statistics.

7. Excluding day nurseries.

8. Nursery schools and recreation centres only.

Pre-school education in one form or another is provided for children in about 130 countries and territories; some countries have only a few establishments, or even only a few classes annexed to primary schools or teacher training schools, whereas others offer parents a whole network of public and private institutions. In several countries, pre-school education is an integral part of the educational system in general. One country (Israel) has introduced compulsory education at the pre-primary level; here, primary education begins at the age of six, but every child of 5 years of age is obliged to attend a pre-school institution. In some countries, there are pre-school establishments for handicapped children.

The administration and inspection of pre-school establishments may depend, according to the case, on the Ministry of Social Affairs, the Ministry of the Interior or the Ministry of Education. One of the aims of the World Organization for Early Childhood Education is to bring pre-school establishments under the jurisdiction of the Ministry of Education, for it seems that the prime importance of such education is becoming more and more

generally recognized - although this does not exclude child welfare work, and presupposes close co-operation between those responsible for education and medical and social services.

The terms used to denote establishments do not vary greatly, but there are differences in the interpretation of certain words; in some countries, for instance, "kindergartens" come after "nursery schools", whereas in others, the difference between these two terms is due to the fact some institutions are public and others private. In other cases, there are nursery schools and infant schools. Some countries have set up intermediate establishments between pre-primary institutions and primary schools, for example "school" kindergartens in the Federal Republic of Germany, and transitional classes in Latin America.

It is educational methods which vary least from country to country. Under the influence of the great educators, activity methods have been developed more or less everywhere. The use of means of expression which are natural to children, of skilfully devised material for the development of sensori-motor activity, manual work, etc., help to promote the full development of the child's personality. At present, thanks to specialized research and study centres, education is intensified before children reach the primary level. For example, in Belgium, efforts are made to inculcate precise mathematical concepts in small children; in the USSR they are beginning to be taught foreign languages and, in Denmark, Esperanto.

Unfortunately, there are still too many countries where the pedagogical rôle of pre-school education is underestimated or considered as secondary to its social rôle. Yet, as is proved by the example of the USSR, it is not incompatible with recognition of their pedagogical rôle to establish pre-primary schools where mothers can leave their children, when they go to work to introduce school meals, or even to open boarding houses in such schools.

Table A gives the most up-to-date statistics available, for 127 countries and territories, on the number of pre-school institutions, the number of teachers and the number of pupils attending such institutions.

Without including the pupils enrolled in China (Mainland) in establishments open to all children who have not yet reached school age (about 70 million in 1959, see page 7), the number of children enrolled, in 1960, in all the pre-school establishments throughout the world can be estimated at nearly 17 million. The following table gives, for 1960, the total population of each continent and the number of pupils in pre-school establishments.

Continent	Total population		Number of pupils in pre-school establishments	
	(in thousands)	(%)	(in thousands)	(%)
Africa	244 000	(11)	250	(1)
North America	265 000	(11)	3 200	(19)
South America	140 000	(6)	450	(3)
Asia (excluding USSR and Mainland China)	1 000 000	(43)	2 700	(16)
Europe (excluding USSR)	427 000	(19)	7 000	(42)
Oceania	16 400	(1)	60	(0.4)
USSR	214 400	(9)	3 120	(19)
World total (excluding Mainland China)	2 306 800	(100)	16 780	(100)

The figures given in brackets, showing the percentage of each continent in relation to the whole world, point to a certain discrepancy between the numbers of pre-school pupils and the population. Pre-school education is provided mainly in Europe, the USSR and North America (although less so there), whilst in Africa and Asia, the children receiving such education are very few in number.

The distribution by continents of pupils enrolled in pre-school establishments can be compared with that of pupils enrolled in primary and secondary schools and institutions of higher education.

*Estimated total number of enrolments, by educational level,
for the different continents, in 1959 or thereabouts*

Continent	Number of pupils enrolled					
	In primary schools ¹		In secondary schools ²		In higher educational establishments ³	
	(thousands)	(%)	(thousands)	(%)	(thousands)	(%)
Africa	17 364	(7)	2 119	(3)	170	(2)
North America	41 939	(18)	13 786	(19)	3 688	(34)
South America	16 810	(7)	2 566	(3)	317	(3)
Asia (excluding USSR and Mainland China)	78 259	(34)	32 502	(44)	2 519	(23)
Europe (excluding USSR)	48 806	(21)	17 677	(24)	1 797	(16)
Oceania	2 374	(1)	713	(1)	106	(1)
USSR	28 100	(12)	4 708	(6)	2 267	(21)
World total (excluding Mainland China)	233 652	(100)	74 071	(100)	10 918	(100)

1. Excluding pre-school education

2. General, vocational and teacher training

3. Universities and other higher educational establishments.

2. DEVELOPMENT IN CERTAIN COUNTRIES SINCE 1939

For 14 countries, it has been possible to calculate the average annual rates of increase in the number of pre-school pupils ¹ during the period 1939-1959 (see Table B). The highest rates for this period were recorded in Argentina (17.9) and in Albania (10.8). This is because pre-school education was practically non-existent in those countries in 1939; the average annual rates of increase, between 1939 and 1949, therefore reflect the development of that level of education. On the other hand, if the percentage increase in the number of pupils is studied year by year, it will be seen that it is often very irregular, these increases have been calculated, year by year, from 1955 to 1959, for 12 countries; for France, the figures are as follow:

$$\frac{1956}{1955} = \frac{100.9}{100}; \quad \frac{1957}{1956} = \frac{101.8}{100}; \quad \frac{1958}{1957} = \frac{98.1}{100}; \quad \frac{1959}{1958} = \frac{106.7}{100};$$

*Percentage increase in the number of pupils enrolled in
pre-school establishments of 12 countries, from 1955 to 1959*

Country	Percentage increase			
	1955 - 1956	1956 - 1957	1957 - 1958	1958 - 1959
Belgium	2.5	2.8	3.8	4.4
Bulgaria	2.0	- 2.7	1.9	3.5
Czechoslovakia	7.0	1.0	2.7	1.9
France	0.9	1.8	- 1.9	6.7
Eastern Germany	8.2	4.4	4.6	2.5
Hungary	11.9	- 3.4	5.2	5.4
Japan	1.2	1.9	1.6	3.8
Netherlands	- 5.7	3.7	3.0	3.1
Poland	0.7	- 12.4	- 13.8	3.5
Rumania	0.5	1.6	4.3	7.7

Country	Percentage increase			
	1955 - 1956	1956 - 1957	1957 - 1958	1958 - 1959
USSR	8.7	11.3	12.5	11.5
United States of America	4.8	4.6	5.1	*5.0
All 12 countries	4.0	2.8	4.3	6.5

1. In order to measure the degree of variation in the number of pupils enrolled in pre-school establishments over a given period the geometric rate of increase or decrease in enrolment was obtained by using the following formula

$$E_n = E_o (1 \pm r)^t$$

where :

E_o = enrolment at the beginning of the period

E_n = enrolment at the end of the period

r = rate of increase or decrease per annum

t = number of years (n-o).

For convenience the average annual rate of change has been expressed in percentage form (rx 100), rounding off all figures to the first decimal place (tenth of a percentage unit).

It is therefore more interesting to examine the increase in the number of pupils over a longer period, illustrated in Tables B and C.

TABLE B

*Pre-school education in 14 countries, 1939, 1949, 1959:
Number of pupils enrolled and average annual percentage increases*

Country	Number of pupils enrolled			Average annual percentage increase		
	1939 (in thousands)	1949 (in thousands)	1959 (in thousands)	From 1939 to 1949	From 1949 to 1959	From 1939 to 1959
				%	%	%
Italy	*765.7	*936.0	1 109.7	2.0 (5)	1.8 (1)	1.9 (2)
Netherlands	211.3	315.7	384.2	4.1 (7)	2.0 (2)	3.0 (4)
Luxembourg	3.7	3.5	4.5	0.6 (2)	2.6 (3)	1.0 (1)
Denmark	10.4	19.7	27.2	6.6 (10)	3.2 (4)	4.9 (6)
Poland ¹	*92.7	*260.0	364.1	10.9 (12)	3.4 (5)	7.1 (12)
Spain ²	*65.8	125.6	216.0	6.7 (1)	5.6 (6)	6.1 (8)
Yugoslavia	32.0	37.9	65.4	1.7 (4)	5.6 (7)	3.6 (9)
Rumania	*96.0	*178.0	316.0	6.4 (9)	5.9 (8)	6.1 (9)
Hungary	115.9	98.9	179.8	-1.6 (1)	6.2 (9)	2.2 (3)
United States of America ³	652.0	1 167.2	2 160.0	6.0 (8)	6.3 (10)	6.2 (10)

Country	Number of pupils enrolled			Average annual percentage increase		
	1939 (in thousands)	1949 (in thousands)	1959 (in thousands)	From 1939 to 1949	From 1949 to 1959	From 1939 to 1959
Albania	*2.8	9.9	216	13.6 (13)	8.2 (11)	10.8 (13)
Argentina	2.8	30	75.0	26.9 (14)	9.5 (12)	17.9 (14)
USSR ⁴	*724.0	748.4	1 868.8	0.3 (3)	9.6 (13)	4.9 (7)
Japan ⁵	176.5	288.8	699.8	2.6 (6)	11.8 (14)	7.1 (11)
All 14 countries	2 951.5	4 159.9	7 491.5	3.5	6.1	4.8

NB. The countries have been arranged in ascending order of average annual increases, calculated for the period 1949-1959. The figures in brackets show the country's number in this ascending order of increases.

1. Excluding a few rural nursery schools.
2. Public education only.
3. Excluding nursery classes attached to primary schools.
4. Excluding sanatoria-kindergartens and kindergartens which are open the whole time.
5. Excluding nursery schools.

For the first 10 years (1939-1949), the rates vary from - 1.6 to + 26.9 and for the second (1949-1959), from + 1.8 to + 11.8.

For all the 14 countries appearing in Table B, the increase is 6.1 for the 10 year period 1949-1959, the weighted arithmetic mean being 6.6.

Generally speaking, the weighted arithmetic mean of the individual increases in the different countries has proved slightly higher than the increase calculated for those countries as a whole.

In 1959, the 14 countries concerned accounted for nearly half the number of pupils in pre-school establishments throughout the world (Mainland China excluded).

On the basis of Table B, it may be said that, from 1939 to 1959, the pre-school population of these 14 countries increased on an average by 5% every year.

TABLE C

Average annual percentage increase in the number of pupils enrolled in the pre-school establishments of 47 countries and territories, from 1950 to 1960

Country or territory	Number of pupils enrolled (in thousands)		Average annual percentage increase
	1950	1960	
Cuba	*74.2	94.4	*1.0
Czechoslovakia	256.3	285.9	1.1
Netherlands	341.5	*395.8	*1.5
France	1 109.0	*1 300.0	*1.6
Italy	932.2	*1 130.0	*1.9

Country or territory	Number of pupils enrolled (in thousands)		Average annual percentage increase
	1950	1960	
Austria	63.6	79.7	2.3
Poland	317.6	401.7	2.3
Bulgaria	223.8	298.8	2.9
Belgium	302.3	*408.6	*3.0
Luxembourg	3.4	*4.8	*3.4
Denmark	*20.0	*28.0	*3.5
Korea	10.8	15.8	3.9
Federal Republic of Germany	*579.0	*857.0	*4.0
Eastern Germany	*263.5	*389.4	*4.0
Ecuador	7.5	*11.3	*4.2
Finland	10.8	*16.5	*4.4
Algeria	36.9	*58.5	*4.7
Israel	49.2	80.6	5.1
Panama	2.1	*3.3	*5.1
Netherlands Antilles	4.7	8.1	5.7
Yugoslavia	40.0	69.9	*5.7
Hungary	106.4	186.2	5.8
Rumania	199.1	354.7	6.0
Spain	*250.0	*456.0	*6.2
Guatemala	9.9	*18.4	*6.4
Argentina	*40.0	81.2	*7.3
Canada	69.9	*142.3	*7.4
Sweden	18.2	*37.0	*7.4
United States of America	*1 240.0	*2 550.0	*7.5
Philippines	6.9	*15.1	*8.1
Venezuela	10.5	*23.2	*8.2
El Salvador	5.5	13.0	9.0
Albania	10.0	*23.8	*9.0
Costa Rica	2.1	5.1	9.4
USSR	1 168.8	3 115.1	10.3
Colombia	15.7	*45.9	*11.3
Iceland	0.2	*0.7	11.5
Honduras	0.9	*2.9	*12.0
Portugal	2.0	*6.7	*13.2
Japan	*400.0	*1 400.0	*13.3
New Zealand	*5.0	19.6	*14.6
Paraguay	*1.0	*4.6	*16.2
China (Taiwan)	17.1	79.7	16.6
Iran	*3.0	22.0	22.1
India	*30.0	*225.0	*22.3
Somalia (Former Trust Territory)	0.1	0.6	22.8
Madagascar	0.7	*8.0	26.8
All 47 countries and territories	8 261.4	14 774.9	6.0

For the 47 countries and territories which account for some 90 % of the children enrolled in pre-school institutions, an average annual increase has been calculated, in terms of percentage, from 1950 to 1960 (see Table C).

In certain cases, however, official figures for the number of children enrolled in 1950 and 1960 were not available: the statistics sometimes referred to 1949 instead of 1950; in other cases, they referred to 1959 or even 1958 instead of 1960. Moreover, the statistics available sometimes related to only one particular type of establishment (e.g. for India). In all these cases, it was necessary to estimate the total numbers of pupils for 1950, or for 1960, or for both these years. This explains why Table A, despite its heading stating that it contains "the most up-to-date" statistics available, gives only, for some of the countries appearing in Table C, statistics referring to a year earlier than 1960.

The average annual percentage increase, for all the 47 countries and territories is 6.0, whereas the weighted arithmetic mean of average annual increases is 6.9.

It will be noted that in the case of 14 countries the difference between these two computed averages is greater than that revealed for the period 1949-1959. This is due to the fact that the range of variation of the average annual rates of increase is wider in the former case than in the latter. Thus, in Table C (47 countries, 1950-1960), the rates of increase vary from 1 % to 26.8 % whereas in Table D (14 countries, 1949-1959), they vary from 1.8 % to 11.8 %.

On the basis of these different tables, an attempt might be made to estimate the number of pupils there will be in pre-school establishments in 1970. Assuming an average annual rate of increase of approximately 6% from 1960 to 1970, the number of children who will be enrolled in pre-school institutions in 1970 can be estimated at about 30 million. This comparatively high rate has been chosen on the assumption that the Latin American countries will continue to extend or develop pre-school education. Moreover, there is an almost infinite possibility of expansion in India.

It is also to be hoped that, during the period 1970-1980, the African countries will begin to take steps to develop pre-school education; the provision of primary education for all children will be, for 4 years at least, a very heavy burden on these countries' budgets, and it therefore seems difficult to estimate the number of children who will attend pre-school establishments in 1980.

3. AGE OF PUPILS

It is interesting to group countries together according to the age-limits of the pupils in pre-school institutions, since the number of pupils per teacher for children of six years, for example, will not be the same as for children of four.

Minimum age		Maximum age		
2 years	5 years	6 years	7 years	Unspecified
	United Kingdom	Chile, France, Martinique, Saint-Pierre and Miquelon, Spain, Turkey		Monaco, South Africa
. 2½ years				India, New Zealand
3 years		Australia, Austria, Belgium, Bolivia, Congo (capital: Leopoldville), Czechoslovakia, Ecuador, Finland, Federal Republic of Germany, Haiti, Hungary, Iran, Ireland, Israel, Italy, Japan, Jordan, Paraguay, Ruanda-Urundi, Somalia, Surinam, United Arab Republic (Egypt), United States of America, Uruguay	Afghanistan, Albania, Brazil, Bulgaria, Denmark, Ethiopia, Philippines, Poland, Rumania, Sweden, USSR	Eastern Germany, Jamaica, Lebanon, Nicaragua, Yugoslavia
3½ years	Netherlands Antilles		Thailand	
4 years		Argentina, China (Taiwan), Cuba, El Salvador, Greece, Hong Kong, Iraq, Korea, Kuwait, Laos, Liberia, Luxembourg, Mexico, Puerto Rico, Syria	Guatemala, Honduras, Netherland, Peru, Sweden, Venezuela	Burma, Switzerland, Viet-Nam
5 years		Panama	Colombia, Costa Rica, Iceland	Falkland Islands, Gambia

4. PUBLIC EDUCATION AND PRIVATE EDUCATION

TABLE D

*Percentage of pupils enrolled in public and private pre-school establishments
in 1959, or thereabouts*

Country	Year	Total number of pupils	Per centage	
			Public education	Private education
Africa				
Algeria	1958	53 413	90	10
Cameroun	1959	5 668	8	92
Congo (capital Leopoldville) ¹	1959	52 332	2	98
Ethiopia	1957	357	19	81
Liberia	1959	4 587	73	37
Madagascar	1959	6 980	8	92
Niger	1959	415	11	89
Reunion	1957	3 898	70	30
Ruanda-Urundi	1958	2 737	12	88
South Africa	1958	8 878	5	95
Spanish Equatorial Region	1960	835	-	100
Sudan	1960	2 062	-	100
Togo	1957	1 064	6	94
United Arab Republic (Egypt)	1960	27 691	*70	*30
Upper Volta	1960	556	44	56
America, North				
Canada	1959	135 537	95	5
Canal Zone	1957	695	100	-
Costa Rica	1960	5 050	86	14
Cuba	1960	94 359	100	-
El Salvator	1960	12 954	91	9
Guadeloupe	1957	1 947	52	48
Guatemala	1959	17 221	77	23
Haiti	1957	6 250	69	31
Honduras	1957	2 653	55	45
Martinique	1957	6 458	98	2
Netherlands Antilles	1959	7 725	16	84
Nicaragua	1958	4 186	75	25
Panama	1959	3 136	56	44
United States of America	1958	*2 300 000	*83	*17
America, South				
Argentina	1960	81 201	69	31
Bolivia	1956	8 461	94	6
Brazil	1957	166 870	55	45
British Guiana	1959	537	-	100
Chile	1957	29 416	81	19

Country	Year	Total number of pupils	Percentage	
			Public education	Private education
America, South (cont.)				
Colombia	1959	41 730	4	96
Ecuador	1957	9 759	91	9
French Guiana	1959	1 292	69	31
Paraguay	1959	4 113	49	51
Peru	1957	24 830	97	3
Surinam	1958	9 625	19	81
Venezuela	1959	20 170	34	66
Asia				
China (Taiwan)	1959	73 235	49	51
Hong Kong	1959	22 725	-	100
India ²	1958	80 118	13	87
Indonesia ³	1957	77 175	1	99
Iraq	1960	12 259	62	38
Japan ⁴	1960	742 327	31	69
Jordan	1959	11 595	3	97
Korea, Rep. of	1960	15 795	2	98
Kuwait	1959	5 126	77	23
Netherlands New Guinea	1957	632	-	100
Philippines	1959	14 416	1	99
Singapore	1960	5 464	-	100
Thailand	1957	32 010	59	41
Viet-Nam	1959	18 050	18	82
Europe				
Albania	1959	21 630	100	-
Austria	1960	79 725	64	36
Belgium	1959	392 931	34	66
Bulgaria	1960	298 790	100	-
Finland	1959	15 838	79	21
France	1959	1 267 296	87	13
Eastern Germany	1959	374 420	80	20
Greece	1958	35 807	87	13
Hungary	1960	186 187	100	-
Italy	1958	1 088 428	34	66
Luxembourg	1959	4 523	92	8
Netherlands	1959	384 246	21	79
Poland	1960	401 746	100	-
Portugal	1959	6 126	-	100
Rumania	1960	354 726	100	-
Spain	1959	434 320	50	50
United Kingdom				
England and Wales	1958	80 389	94	6
Yugoslavia	1960	69 915	100	-

Country	Year	Total number of pupils	Percentage	
			Public education	Private education
Oceania				
Australia	1954	*34 100	*15	*85
New Zealand ⁵	1960	19 559	-	100
USSR				
USSR	1959	2 671 100	100	-

1. Excluding pre-primary classes.
2. Excluding nursery classes attached to establishments at other levels.
3. A certain number of establishments have not supplied any statistics.
4. Excluding nursery schools.
5. Nursery schools and recreation centres only.

How were children divided, around 1959, between public and private schools? The answer will be found in Table D.

The number of children, in terms of percentage and by country, enrolled in public pre-school institutions, ranges from 0 to 100%. In a few countries and territories, it is left entirely to private bodies to provide pre-school education for children who have not yet reached the official primary school entrance age. Such is the case in Hong Kong, Portugal, New Zealand and Sudan.

In other countries, however, all pre-school institutions are official establishments. This is true, for instance, of practically all the countries of Eastern Europe and of Cuba.

Seventy-seven countries and territories, together accounting for over 80% of the pupils in pre-school institutions, possess statistics relating to the number of pupils enrolled in public and private schools respectively. These countries have been classified in 4 groups, according to the percentage of children enrolled in public schools in relations to the total enrolment:

Group I : 0% - 19% Group III : 50% - 79%
Group II : 20% - 49% Group IV : 80% - 100%

Number of countries and territories, by group and by continent, according to the proportion of public schools

Country	Group I	Group II	Group III	Group IV	Total number of countries
	0 - 19%	20 - 49%	50 - 79%	80 - 100%	
Africa	10	1	3	1	15
North America	1	0	6	7	14
South America	3	2	3	4	12
Asia (excluding USSR and Mainland China)	9	3	3	0	15
Europe (excluding USSR)	1	3	3	11	18
Oceania	2	0	0	0	2
USSR	0	0	0	1	1
Total	26	9	18	24	77

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It will be observed that the countries where private schools predominate are almost as numerous as those where the majority of schools are public, i.e. 35 as compared with 42. In Africa and Asia, the countries leaving pre-school education to private initiative are in the majority, whereas in North America and Europe, pre-school education is in most cases provided mainly by public establishments.

From the point of view of enrolment figures the number of children enrolled in public institutions far exceeds that of children enrolled in private schools, the latter scarcely accounting for a quarter of all the pupils in the pre-school establishments of the 77 countries considered. This is shown in the following table, which gives the distribution of pupils by continent and by type of education.

Continent	Public education		Private education	
	Number of pupils (in millions)	Percentage of total %	Number of pupils (in millions)	Percentage of total %
Africa	77	45	95	55
North America	1 950	84	380	16
South America	226	57	172	43
Asia (excluding USSR and Mainland China)	323	28	818	72
Europe (excluding USSR)	3 326	61	2 171	39
Oceania	5	10	48	90
USSR	2 671	100	—	0
Total	8 575	70	3 682	30

If these aggregate figures are compared with those of children enrolled in paying or free educational establishments in some 60 countries with about 12 million children, it will be seen that private establishments are non-paying in several countries, and that out of these 12 million children, over three-quarters are enrolled in establishments providing free schooling. This would seem to belie the widespread opinion that pre-school education is mainly reserved for the well-to-do, since scarcely more than one-fifth of the children are enrolled as a result of fees paid by their parents.

5. PERCENTAGE OF GIRLS IN RELATION TO THE TOTAL NUMBER OF PUPILS

Ninety-five countries and territories possess statistics on this subject for the year 1959, or thereabouts; the data are set forth in Table E. Of all the pupils enrolled in these 95 countries, girls account for 49%; the countries concerned have therefore been divided into three groups, on the basis of that percentage:

Group I (22 countries): Percentage of girls less than 47%

Group II (46 countries): Percentage of girls from 47 to 51%

Group III (27 countries): Percentage of girls over 51%

Group I comprises 11 Asian countries, 7 African countries, 3 European countries and 1 country in Oceania.

TABLE E

Percentage of girls in relation to the total number of pupils enrolled in pre-school establishments, in 1959, or thereabouts

COUNTRIES IN GROUP I

Country or territory	Pupils enrolled		
	Year	Total number	% of girls
Spanish Sahara	1959	259	19
Spanish Equatorial Region	1960	835	19

Country or territory	Pupils enrolled		
	Year	Total number	% of girls
New Hebrides (Fr.)	1959	378	32
Bahrein	1960	9 111	34
Libya	1959	2 637	38
Gambia	1958	1 870	38
Iran	1959	16 325	41
Turkey ¹	1959	2 683	43
Singapore	1960	5 464	43
Federation of Malaya	1960	8 163	43
Syria	1960	32 704	43
Hong Kong	1959	22 725	44
Ethiopia	1957	357	44
Jordan	1959	11 595	44
Sarawak	1960	1 417	44
Macao	1959	7 890	45
China (Taiwan)	1960	79 702	45
Ruanda-Urundi	1958	2 737	45
Morocco	1960	4 536	46
Iceland	1959	647	46
Monaco	1959	256	46
Portugal	1959	6 126	46

1. A certain number of establishments have not submitted any statistics

Group II comprises 12 Asian countries, 11 European countries, 9 African countries, 7 North American and 7 South American countries.

Percentage of girls in relation to the total number of pupils enrolled in
pre-school establishments in 1959, or thereabouts

COUNTRIES IN GROUP II

Country or territory	Pupils enrolled		
	Year	Total number	% of girls
Viet-Nam	1959	18 050	47
Ceuta	1959	146	47
Liberia	1959	4 587	47
Algeria	1959	55 836	47
Lebanon	1959	27 580	47
Mauritius and deps.	1958	6 259	47
India ¹	1958	80 118	47
Netherlands New Guinea	1959	416	47
Thailand	1960	38 830	48
Kuwait	1959	5 126	48
Uruguay	1957	8 805	48
British Guiana	1959	537	48

Country or territory	Pupils enrolled		
	Year	Total number	% of girls
Greece	1959	31 345	48
Israel	1957	77 479	48
Japan ²	1960	742 327	48
Hungary	1959	179 848	49
Canada	1959	135 537	49
Venezuela	1959	20 170	49
United States of America	1958	* 2 300 000	49
Netherlands	1959	384 246	49
France	1959	1 267 296	49
Yugoslavia	1960	69 915	49
Netherlands Antilles	1959	7 725	49
St. Pierre and Miquelon	1954	376	49
Guadeloupe	1957	1 947	49
Korea, Republic of	1960	15 795	49
Ryukyu Islands ³	1959	5 252	49
Belgium	1959	392 931	49
Austria	1960	79 725	50
Somalia (former Trust Territory only)	1960	585	50
Malta	1958	3 526	50
Philippines	1959	14 416	50
Bolivia	1956	8 461	50
Guatemala	1959	17 221	50
Sudan	1959	2 232	50
Italy	1958	1 088 428	50
Luxembourg	1954	4 281	50
Surinam	1958	9 625	50
Ireland ³	1959	63 217	50
Madagascar	1959	6 980	50
United Arab Republic (Egypt)	1960	27 691	50
Paraguay	1959	4 113	51
Laos	1958	456	51
Togo	1957	1 064	51
Cuba	1956	64 236	51
Peru	1957	24 830	51

1. Excluding nursery classes attached to establishments at other levels.

2. Excluding nursery schools.

3. Public education only.

Group III comprises 10 African countries, 9 North American countries, 6 South American countries and 2 European countries (including Spain, where the percentage is as much as 60%, but the figures refer only to private education).

Percentage of girls in relation to the total number of pupils enrolled in
pre-school establishments in 1959, or thereabouts

COUNTRIES IN GROUP III

Country or territory	Year	Pupils enrolled	
		Total number	% of girls
Argentina	1960	81 201	52
Mexico	1957	178 869	52
Colombia	1959	41 730	52
Niger	1959	415	52
Panama	1959	3 136	52
Martinique	1957	6 458	52
Bermuda	1960	578	52
Brazil	1957	166 870	52
French Guiana	1959	1 292	53
Faroe Islands	1959	219	53
Costa Rica	1959	4 808	53
Ecuador	1959	10 866	53
Honduras	1959	2 755	53
El Salvador	1960	12 954	53
Panama Canal Zone	1954	726	54
Chile	1957	29 416	54
Cameroun	1959	5 668	54
Melilla	1959	450	55
Angola	1959	504	56
Nicaragua	1958	4 186	56
Réunion	1957	3 898	57
Seychelles and deps.	1960	72	58
Swaziland	1960	70	59
Upper Volta	1960	556	59
Spain ¹	1957	211 120	60
Senegal	1959	852	62
West Indies, Federation of Dominica	1960	578	83

1. Private education only.

Distribution of the 95 countries and territories by continent and by group:

Continent	Group I	Group II	Group III	Total number of countries and territories
	Less than 47 %	47 - 51 %	Over 51 %	
Africa	7	9	10	26
North America	-	7	9	16
South America	-	7	6	13
Asia (excluding USSR and Mainland China)	11	12	-	23
Europe (excluding USSR)	3	11	2	16
Oceania	1	-	-	1
Total	22	46	27	95

6. TEACHERS

According to recommendation No 53, quoted at the beginning of the previous chapter, it is desirable that the number of children per teacher should not exceed 25 and should be proportionately smaller as the children are younger. It is further recommended that countries should give future pre-primary teachers the means of acquiring a specialized training, which should be supplementary to a general training in education.

It has been possible to calculate the average number of pupils per teacher for 84 countries and territories, but these figures relate to the pupils enrolled, and in pre-school establishments, their number is generally higher than the average number of children present. The countries have been divided into three groups, the first comprising those where the average number of pupils enrolled per teacher is less than 30, i.e. those where there are approximately 25 children actually present per teacher. In fact, these average numbers per teacher do not mean very much and, in order to complete the picture, a table showing the average frequency of attendance of pupils in each class in every country would be required.

Number of countries and territories, per continent, according to the average number of pupils per teacher, in 1959 or thereabouts

Continent	Average number of pupils per teacher			Total number of countries and territories
	Less than 30	Between 30 and 36	Over 36	
Africa	2	3	11	16
North America	1	9	1	11
South America	5	3	4	12
Asia (excluding USSR and Mainland China)	8	9	2	19
Europe (excluding USSR)	13	7	3	23
Oceania	—	1	1	2
USSR	1	—	—	1
Total	30	32	22	84

It will be seen that nearly half the European countries for which statistics on this subject are available belong to the first group (average of less than 30 pupils per teacher), whereas half the African countries belong to the third group (average of over 36 pupils per teacher).

As regards the training facilities offered to future teachers, out of 58 countries which have provided statistics on this subject, there are 42 which have special schools, or special courses or sections, for the training of pre-primary school teachers. In 4 other countries, there are occasional courses which enable teachers to acquire a certain amount of specialized training. In 8 countries, pre-school teachers receive the same training as primary school teachers. Lastly, in 4 countries, no special diplomas are required of candidates for teaching in pre-school institutions and there are no facilities for training them.

Training facilities

Continent	Special schools and or courses or sections	Occasional courses	Primary teacher training schools	None	Total number of countries
Africa	1	1	1	-	2
North America	5	-	1	2	8
South America	5	1	-	-	6
Asia (excluding USSR and Mainland China)	8	2	4	2	16
Europe (excluding USSR)	20	-	3	-	23
Oceania	2	-	-	-	2
USSR	1	-	-	-	1
Total	42	4	8	4	58

Lastly, for 77 countries and territories, data are available on the percentage of women teachers. In 47 of these countries, all the teachers are women; 2 others employ men, but in a very small proportion (less than 5 per thousand pre-primary teachers are men). The percentage of women teachers in the other countries and territories ranges from 99 to 79 %, except in the Spanish provinces of Africa (where the figures are 25% and 47%), Ruanda-Urundi (48%) and the Republic of Korea (70%).

The following are the percentages per continent :

Europe : 100% women ;
 Latin America : 97% women ;
 Asia : 91% women.

In these 77 countries and territories, there are 214,000 pre-school teachers, of whom 209,000, or a little over 97%, are women.

Table 1. Pre-school education in Europe, 1910-1959

Year	Number of establishments	Europe		Total	
		Total	Female	Total	Girls
1910	113	2,71	597	10,004	4,572
1920	178	3,11	737	10,921	4,952
1932	257	4,13	1,113	12,401	6,183
1951	254	4,02	1,01	14,491	7,026
1954	276	4,79	1,17	15,480	7,440
1957	285	5,01	1,26	15,969	7,611
1958	303	5,22	1,35	16,511	7,811
1959	330	5,61	1,40	17,148	8,148
1959	387	6,48	1,68	18,974	8,974
1959	417	6,79	1,76	21,400	10,400

Distribution of teachers and pupils by type of establishment, 1959

Urban					
Kindergartens	200	713	713	15,236	7,236
Rural					
Kindergartens	207	713	713	15,236	7,236

III. STATISTICS BY COUNTRIES AND TERRITORIES

1. AFGHANISTAN

Official pre-school education is organized by the Child-Welfare Department (*Rozantoon*) of the Ministry of Health.

There are two State kindergartens (400 pupils and 18 women teachers), they accept children from 3 to 7 years. The number of children supervised by each teacher varies from 25 to 40.

The teachers for kindergartens are selected from among graduates of the women's primary teacher-training school.

2. ALBANIA

The introduction of pre-school education, which is provided for children aged 3 to 7, dates back to the publication of the Organic Decree Law on Education, of 26 September 1934, but it was not until after the Liberation that it really became a regular stage in public education.

There are different categories of pre-school institutions, namely centres for pre-school age children, kindergartens and summer colonies. All these pre-school institutions are financed either by the State or by the industrial or agricultural concern to which they are attached. In either case, the teachers are appointed and paid by the public authorities (Executive Committees). There are no private pre-school establishments.

The number of children per women teacher varies between 20 and 35.

All teachers employed in pre-school education must have completed their secondary studies. The Secondary Teachers Training School at Tirana (a 4-year course) has a section for pre-school education. In addition, courses have been introduced with a view to improving the teachers' qualifications, and study groups enable the experience acquired by district, municipal and departmental teachers to be passed on to all their colleagues.

Table 1. Pre-school education in Albania, 1950-1959.

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	155	297	297	10 004	4 872
1951	178	337	337	10 992	5 462
1952	207	413	413	12 406	6 183
1953	254	506	506	14 405	7 006
1954	276	570	570	15 100	...
1955	289	606	606	15 868	...
1956	303	639	639	16 533	...
1957	330	700	700	17 148	...
1958	381	818	818	19 534	...
1959	415	926	926	21 630	...

Distribution of teachers and pupils by type of establishment, 1959

Urban					
kindergartens	206	713	713	15 434	...
Rural					
kindergartens	209	213	213	6 196	...

3. ALGERIA

Table 2. Pre-school Education in Algeria, 1950-1959

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	132	...	...	36 867	17 726
1951	133	1 662	1 662	38 361	18 653
1952	130	1 649	1 649	33 729	15 637
1953	131	1 700	1 700	40 584	19 220
1954	133	1 731	1 731	42 426	20 502
1955	142	770	* 770	44 109	21 159
1956	138	801	* 801	37 499	17 409
1957	136	857	* 857	45 117	21 565
1958	168	...	...	53 413	26 048
1959	...	...	...	55 836	26 192

Distribution of pupils by sex and by type of establishment, 1958

Public nursery schools	150	...	...	48 057	23 064
Private nursery schools	18	...	...	5 356	2 984

1. Public education only.
2. Public nursery schools only.

4. ARGENTINA

Kindergartens accept children from 4 to 6 years of age and are divided into two sections (4 to 5 years, and 5 to 6 years). They are almost always attached to demonstration schools (primary schools where the student-teachers follow practical courses). There are day nurseries in the larger industrial undertakings employing married women. These day nurseries come under the Ministry of Labour and Social Security.

According to the regulations, the maximum number of children per teacher is 25.

Teachers are recruited from among holders of the diploma of the National Teacher-Training School for Women; candidates take two years' training at the National Institute of Kindergarten Teaching, where their studies include teaching methods, child psychology, music, drawing and singing.

Table 3. Pre-school education in Argentina, 1950-1960

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950 ¹	461	1 051	1 030	24 773	12 419
1951 ¹	633	1 365	1 362	33 305	17 209
1952	1 164	3 141	3 119	63 200	32 522
1953	1 184	3 077	3 057	64 554	33 474
1954	1 186	2 715	2 708	67 140	34 568

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1955	1 265	3 234	3 207	68 246	35 185
1956	1 213	3 165	3 148	59 878	31 154
1957	1 235	3 479	3 460	67 650	34 800
1958	*1 438	*3 624	*3 605	*74 920	*38 637
1959	*1 461	*3 587	*3 574	*74 999	*38 947
1960	1 572	4 180	4 136	81 201	41 935
<i>Distribution of teachers and pupils, by sex and by type of establishment, 1960</i>					
Public kindergartens	1 048	3 007	2 996	56 222	28 660
Private kindergartens	474	1 173	1 140	24 979	13 275

1. Not counting kindergartens administered by provincial or municipal educational authorities.

5. AUSTRALIA

Most children in Australia do not go to school until the age of 5. A small but growing proportion of children do, however, attend pre-school classes for a year or two before this.

Pre-school education is mainly in the hands of voluntary bodies called Kindergarten Unions in each State. Kindergartens provide daily sessions for children aged 3-6, while play groups or play centres provide shorter periods for the younger children. Day nurseries or crèches care for the children of mothers in employment. The Commonwealth Government conducts one model centre, called a Lady Gowrie Child Centre, in each capital city. There are also private and denominational nursery schools.

Since the development of this work depends on the availability of trained teachers, nearly all Kindergarten Unions now have teacher-training colleges providing three-year courses. The minimum entrance age is 17, and the Secondary School Leaving Certificate is usually required of candidates.

The six Kindergarten Unions united in 1938 to form a federal body which is now called the Australian Pre-school Association and the aim of which is to promote continuous advancement of the pre-school movement throughout Australia.

Table 4. Pre-school education, 1950 and 1954
Pupils enrolled, by type of establishment, in 1954

	1950	1954			
		Total	Public education	Private education	
				Australian Pre-school Association	Other establishments
Number of institutions	535	*730	*100	*420	*210
Number of pupils	19 793	*34 100	*5 140	*16 810	*12 100

6. AUSTRIA

The pre-school education of children from 3 to 6 years is provided by both public and private kindergartens; attendance is optional. Public kindergartens are established and maintained by the federal, provincial or municipal authorities, which also appoint kindergarten teachers. Private kindergartens can be established by private (usually religious) bodies, subject to the consent of the provincial educational authorities.

The maximum number of children per class is 40. In practice, there are generally 35, and efforts are being made to reduce this number to 30.

A three-year course at specialized training centres (*Bildungsanstalten für Kindergärtnerinnen und Horterzieherinnen*) is provided for kindergarten teachers. Those who successfully complete this course receive a diploma which qualifies them to teach in kindergartens. In the federal provinces, regular refresher courses for kindergarten teachers are organized, at which problems relating to kindergarten teaching are discussed.

Homes are attached to certain kindergartens, particularly the so-called special kindergartens which care for physically or mentally handicapped children and therefore constitute a preparatory step to the special schools (*Sonderschulen*). The number of special kindergartens is increasing; in 1952, there were 8 in Austria, exclusive of the pre-primary classes annexed to the *Sonderschulen*.

Table 5. Pre-school education in Austria, 1950-1960

School year beginning	Number of establishments	Teachers ¹		Pupils enrolled	
		Total	Women	Total	Girls
1950	1 111	2 186	2 186	63 604	31 399
1951	1 117	2 241	2 241	62 734	31 044
1952	1 167	2 349	2 349	66 354	32 880
1953	1 202	2 425	2 425	65 950	32 786
1954	1 247	2 654	2 654	65 781	32 724
1955	1 389	2 811	2 811	66 989	33 149
1956	1 335	2 765	2 765	66 989	33 243
1957	1 372	2 854	2 854	68 505	34 005
1958	1 419	2 383	2 383	72 246	36 008
1959	1 444	2 530	2 530	74 739	37 008
1960	1 487	2 559	2 559	79 725	39 530

Distribution of teachers and pupils by sex and establishment, 1960

Public kindergartens	910	2 001	2 001	57 091	25 285
Private kindergartens	577	1 158	1 158	28 634	14 245

1. Counting only kindergarten mistresses who possess all the qualifications required for pre-school education.

7. BELGIUM

Pre-school education, termed *enseignement gardien* or *froebelien*, is given in kindergartens for children of 3 to 6 years of age. Attendance is not compulsory. These establishments are run by the State, province, local authorities or private institutions.

In State kindergartens, the number of pupils per class varies from 20 to 30.

Teachers must hold a kindergarten teaching diploma granted by one of the country's kindergarten teacher-training centres. Since the reform of teacher training, the course has lasted four years (instead of three).

Pre-school education is highly developed in Belgium, where 96% of 5 to 6 year old children and 85% of 3 to 6 years old children attend a nursery school.

Table 6. *Pre-school education in Belgium, 1950-1959*

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	4 153	...	...	302 348	*149 400
1951	5 211	...	...	321 969	*159 200
1952	4 261	...	...	323 500	*160 100
1953	4 328	*9 300	*9 300	332 048	164 407
1954	4 375	*9 500	*9 500	334 213	164 942
1955	...	...	...	344 005	169 906
1956	4 549	...	...	352 741	173 671
1957	4 575	...	...	362 562	178 261
1958	4 659	10 681	10 681	376 497	185 326
1959	*4 950	*11 600	*11 600	392 931	193 859

Distribution of pupils by sex and by type of establishment, 1958

Public nursery schools	1 934	...	...	124 781	59 948
Private nursery schools	2 725	...	...	251 716	125 378

8. BERMUDA

Education for children under the age of 5 is not provided in schools under the control of the Board of Education; in 1953, however, there were 10 private establishments providing pre-school education.

In 1956, there were 224 pupils (including 101 girls) attending pre-school establishments; in 1957, the number of pupils was 349 (including 182 girls) and, in 1958, 477 pupils (including 230 girls); in 1960 there were 578 pupils (including 302 girls), with 19 teachers, in 15 pre-school establishments.

9. BOLIVIA

For children between 3 and 6, there are both public and private kindergartens. All pre-primary schools, public and private, come under the professional supervision of the National Directorate of Education.

Table 7. *Pre-school education in Bolivia, 1950-1956*

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	19	161	...	4 758	2 285
1951	28	193	...	5 763	2 887
1952	44	288	...	7 187	3 653
1953	...	...	...	...	...
1954 ¹	27	270	...	7 586	3 666

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1955	...	...	...	...	...
1956	40	¹ 313	...	8 461	4 214
<i>Distribution of teachers and pupils by sex and by type of establishment, 1956</i>					
Public kindergartens	35	313	...	7 981	3 985
Private kindergartens	5	...	...	480	229
1. Public education only.					

10. BRAZIL

Pre-school education is given in infant schools and kindergartens for children from 3 to 7 years of age. This type of education is not made compulsory by law, but more and more infant schools, public and private, are being opened each year, chiefly in towns where industry is growing. A child usually spends three years at such a school.

State governments pay considerable attention to pre-school education. Teacher-training schools and institutes of education (both of which train primary school-teachers) maintain infant schools and kindergartens for their students' experimental and practical work. State primary schools in the larger cities also hold pre-primary courses.

At the federal level, the National Child Welfare Department, an agency of the Ministry of Public Health dealing with maternity and child welfare, encourages the establishment of crèches (for children under 3 years of age), infant schools and kindergartens at factories and workshops for the benefit of mothers obliged to work away from home.

Table 8. Pre-school education in Brazil, 1950-1957

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	1 606	3 027	3 006	77 994	41 336
1951	1 809	3 272	3 258	88 171	46 231
1952	1 966	3 766	3 744	103 952	55 498
1953	2 089	4 023	3 996	112 234	59 722
1954	2 359	4 574	4 542	116 888	61 665
1955	2 770	5 260	5 192	133 909	70 818
1956	3 019	5 865	5 774	151 670	79 806
1957	3 182	6 377	6 254	166 870	87 493
<i>Distribution of teachers and pupils by sex and by type of establishment, 1957</i>					
Public kindergartens and nursery schools	1 492	3 625	6 254	91 964	87 493
Private kindergartens and nursery schools	1 690	2 752		74 906	

11. BRITISH GUIANA

Table 9. Pre-school education in British Guiana, 1950-1954 and 1959

Subsidized nursery schools

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	6	...	...	567	295
1951	6	...	...	590	294
1952	6	13	13	804	416
1953	6	14	14	813	411
1954	6	14	14	722	372
1959	5	12	12	537	257

12. BULGARIA

Pre-school education is provided in kindergartens for children of 3 to 7 years. There are several types of these institutions: a) half-day kindergartens; b) all-day kindergartens; c) all-day kindergartens having certain children as boarders; and d) seasonal kindergartens.

The half-day institutions are attached to the general primary schools, and are attended by those children who will be entering primary school proper the following year. The average number of children in a kindergarten of this type is 35.

All-day kindergartens are open for 12 hours a day and are independent establishments. Children attending them are divided into three groups, according to age; the average number is 26 per group.

Seasonal kindergartens are open for the whole day and operate for 2 to 10 months each year.

The number of children per teacher varies from 20 to 35.

Instructional activities in kindergartens are in the charge of mistresses who have been trained for their work through special institutes, courses or appropriate training schools. Most of the mistresses are aged between 20 and 35 years.

Table 10. Pre-school education in Bulgaria, 1950-1960

School year beginning	Number of establishments	Teachers		Pupils enrolled
		Total	Women	Total
1950	4 993	7 364	7 364	223 778
1951	5 360	8 332	8 332	251 064
1952	5 871	9 045	9 045	250 494
1953	6 020	9 183	...	251 871
1954	6 130	9 521	...	265 552
1955	6 329	9 853	...	272 347
1956	6 376	10 199	...	277 969
1957	6 220	9 969	...	270 436
1958	6 314	10 329	...	275 540
1959	6 264	10 923	...	285 053
1960	6 570	11 873	11 873	298 790

Distribution of teachers and pupils by sex and by type of establishment, 1959				
All-day kindergartens	556	2 437	...	30 094
Half-day kindergartens	1 640	1 982	...	65 825
Seasonal kindergartens	4 068	6 504	...	189 134

13. BURMA

Most of the nursery schools, crèches, etc. are operated under private auspices. Infant classes were formerly attached to State primary schools. As from June 1956, however, these classes were abolished and the minimum age for entry to primary schools was fixed at 6 years. The minimum age for admission to a pre-primary school is 4 years. In general, there are 35 children per master or mistress.

Some of the pre-school mistresses now serving were trained abroad; most of the others hold the primary school-teacher's diploma.

14. CAMEROUN

Children of 4 to 6 years of age, domiciled in towns, can attend nursery schools, the majority of which form part of private schools. Some villages have schools where children are admitted from the age of five and receive a pre-school education.

Future kindergarten teachers receive an appropriate training in teacher-training centres in Cameroun, or in France. Unfortunately, the proportion of certificated kindergarten teachers is small in comparison with the total number of nursery schoolmistresses.

Table 11. Pre-school education in Cameroun, 1953-1959

School year beginning	Number of establishments	Teachers ¹		Pupils enrolled	
		Total	Women	Total	Girls
1953	13	6	6	1 300	400
1954	15	7	7	1 500	500
1955	16	8	8	1 550	550
1956	20	10	10	2 000	680
1957	22	11	11	2 200	800
1958	...	...	...	...	...
1959	...	...	...	5 668	3 083

Distribution of pupils by sex and by type of establishment, 1959

Public education	...	...	...	432	246
Private education	...	...	...	5 236	2 837

15. CANADA

Institutions providing for the education of children below the age of 6 are of three main types: day nursery, nursery school and kindergarten.

The day nursery accepts children as young as 1½ years. About 20 of the thirty-odd day nurseries in Canada in 1948 were conducted by public and private welfare agencies.

The nursery school is usually a private institution which may be operated as a co-operative enterprise, or for profit. Most nursery schoolchildren are 3 or 4 years of age, and attend the school for only half the day.

The kindergarten is to be found in the public schools in most of the large urban centres, and there are private kindergartens as well. Most kindergartens enrol only 5-year-olds but some also have 4-year-old groups.

Supplementing this pattern, the Canadian Broadcasting Corporation provides a 15-minute programme called "Kindergarten of the Air" five days a week during the autumn, winter and spring. It has a large and enthusiastic audience.

Several provinces have established centres for the certification of teachers in kindergartens, and some provide special classes at summer schools for qualified teachers. Others are expected to complete a one- or two-year kindergarten or elementary course of training in a teachers' college. Nursery school-teachers are usually holders of teachers' diplomas or university graduates in psychology or related fields.

Table 12. *Pre-school education in Canada, 1950-1959*

School year beginning	Number of establishments	Teachers ¹		Pupils enrolled	
		Total	Women	Total	Girls
1950	* 2 300	2 800	2 800	69 949	33 749
1951	* 2 500	3 200	3 200	87 673	42 702
1952	* 2 600	3 300	3 300	98 596	48 287
1953	* 2 850	3 500	3 500	² 95 627	² 46 748
1954	* 2 850	3 500	3 500	² 98 955	² 48 152
1955	* 2 910	3 610	3 610	² 103 132	² 50 310
1956	* 2 970	3 730	3 730	² 111 846	² 54 655
1957	* 3 080	3 950	3 950	122 074	59 888
1958	...	...	...	...	...
1959	...	...	...	135 537	65 900

Distribution of Teachers and pupils by sex and by type of establishment, 1957

Nursery classes

in public

primary

schools

* 2 800

3 600

3 600

116 936

57 348

Nursery classes

in private

primary

schools

* 280

350

350

5 138

2 540

1. Over half the public nursery class teachers and all the private nursery class teachers also teach in primary schools.
2. The numbers given for private schools are estimates only.

16. CEYLON

Pre-school education does not form part of the educational system of the country. There are a few Montessori schools and nursery schools in the bigger towns for children from the age of 3 to 5. They are entirely fee-levying and private, and have been organized by teachers who have followed a course of training at Montessori centres in England or India.

17. CHILE

Pre-school education is designed for children under 6. It is at present given in kindergartens forming part of the primary school, but new pre-primary centres are also being set up for children between the ages of 2 and 6.

Kindergarten teachers are trained by taking special courses at teacher-training schools for girls and at the University of Chile. Refresher courses for kindergarten teachers are held at the José A. Nuñez Teacher-Training College and the vacation schools of the University of Chile.

Table 13. *Pre-school education in Chile, 1950-1957*

School year beginning	Number of establishments	Pupils enrolled	
		Total	Girls
1950	...	10 674	6 331
1951	...	9 948	5 386
1952	...	12 169	6 730

School year beginning	Number of establishments	Pupils enrolled	
		Total	Girls
1953	474	16 762	9 181
1954	537	18 476	10 222
1955	599	20 989	11 335
1956	692	25 210	13 598
1957	790	29 416	15 827

Distribution of pupils by sex and by type of establishment, 1957

Kindergartens attached to public schools	609	23 967	12 965
Kindergartens attached to private schools	181	5 449	2 862

18. CHINA (TAIWAN)

Attendance at kindergartens for children between 4 and 6 is optional. However, there is an increasing demand on the part of parents to place their children in such institutions. Kindergartens may be established by provincial, *hsien* and municipal authorities.

According to the regulations, the maximum number of pupils per master or mistress is 20.

Pre-primary school-teachers are trained in the kindergarten sections of teacher-training schools; candidates must have completed the first part of the secondary school course. Their training lasts three years.

Table 14. *Pre-school education in China (Taiwan), 1950-1960*

School year beginning	Number of establishments	Teachers ¹		Pupils enrolled	
		Total	Women	Total	Girls
1950	28	144	135	17 111	7 447
1951	203	190	173	21 531	9 446
1952	264	493	462	28 531	12 373
1953	363	745	711	37 729	16 378
1954	364	991	943	41 137	17 943
1955	413	1 163	1 081	46 390	20 238
1956	451	1 476	1 374	54 239	23 734
1957	483	1 533	1 439	56 988	24 614
1958	532	1 905	1 773	64 167	28 647
1959	620	2 336	2 124	73 235	32 754
1960	675	2 575	2 342	79 702	35 497

Distribution of teachers and pupils by sex and by type of establishment, 1959

Nursery classes in primary schools	323	764	711	35 574	14 314
Nursery classes in private schools	297	1 572	1 413	40 661	18 440

1. The majority are part-time primary school-teachers.

19. CHINA (MAINLAND)

Pre-school education is provided by *yo er yuan* (kindergartens), for children between 3 and 7 years of age.

In order to meet varying needs, there exist different categories of kindergartens: full-day kindergartens, boarding schools, half-day kindergartens and seasonal or temporary kindergartens.

The provincial and municipal education authorities arrange for the training of kindergarten teachers and the improvement of their qualifications. There are kindergarten teacher-training institutions and training classes attached to teacher-training schools. To cope with increasing demands, intensive courses are provided, varying in length from 3 months to one year. To improve the qualifications of kindergarten directors and assistants, in-service training courses, night schools, correspondence courses and lecture series are provided.

In 1950-1951, there were 140 325 pupils enrolled in pre-primary schools; in 1951-1952, there were 381 816; in 1952-1953, 436 927; in 1953-1954, 424 965; in 1955-1956, 561 594; since 1957-1958, the numbers have increased considerably.

In 1959 in the 4 980 000 institutions (*crèches*, day-nurseries, nursery schools, kindergartens, etc.) open to all children not yet having reached primary school age, there were 67 700 000 children.

20. COLOMBIA

There are at present no regulations governing pre-school education. Since February 1960, however, the Primary School Department of the Ministry of Education has been undertaking a series of studies with a view to organizing a system of pre-school education. By way of guidance, it has already prepared recommendations bearing on the aims and curriculum of such education. It is planned to have a maximum of 30 pupils in each class.

Hitherto, pre-school education has been organized and financed almost entirely by private initiative.

Among State institutions, mention should be made of the one attached to the Women's Pedagogical University which serves as a demonstration school for the Pre-school Institute for the training of kindergarten mistresses, founded 2 years ago. The Institute provides a two-year course of training. At present, 95% of Colombian pre-primary schools are run by persons without any pedagogic qualification.

Table 15. Pre-school education in Colombia, 1950-1959

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	262	620	532	15 708	8 404
1951	439	826	730	18 080	...
1952	417	960	855	19 978	10 417
1953	532	1 186	1 033	22 550	12 025
1954	512	1 079	856	22 464	11 940
1955	767	1 674	1 471	37 084	19 261
1956	904	2 196	1 866	45 234	24 241
1957	921	2 339	1 990	47 398	24 488
1958	951	2 392	2 044	47 182	24 470
1959	956	2 730	2 191	41 730	21 636
<i>Distribution of teachers and pupils by sex and by type of establishment, 1959</i>					
Public kindergartens	27	54	50	1 647	922
Private kindergartens	929	2 676	2 141	40 083	20 714

21. CONGO (capital: Leopoldville)

Pre-school education, or preparation for primary school, is provided in the nursery schools (*Ecoles gardiennes*) and preparatory classes.

The nursery school admits all boys and girls from the age of 3 to the age at which they enter a primary school (6 years).

Table 16. Pre-school education in the Congo (capital: Leopoldville) 1952-1957
(Education of the African population)

	1952-1953	1953-1954	1954-1955	1955-1956	1957-1958
Number of nursery schools and preparatory classes	788	888	762	827	1 096
Number of teachers	1 437	1 074	1 083	941	...
Number of pupils	27 169	37 433	39 991	39 540	67 246

22. COSTA RICA

There are both State-maintained and private kindergartens.

Kindergartens are staffed by women primary school teachers, some of whom have taken special courses in the organization and methods of pre-school education.

Table 17. Pre-school education in Costa Rica, 1950-1960

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	...	...	...	1 2 056	...
1951	...	...	...	1 2 358	...
1952	...	...	...	1 2 765	...
1953	67	106	106	3 203	...
1954	70	113	113	3 288	...
1955 ¹	62	118	118	3 485	...
1956	81	127	127	4 256	...
1957	85	130	130	4 312	...
1958	...	...	...	...	...
1959	85	130	129	4 808	2 531
1960	84	193	188	5 050	2 597

Distribution of teachers and pupils by sex and by type of establishment, 1960

Public kindergartens	70	160	157	4 382	2 218
Private kindergartens	14	33	31	668	379

1. Public education only.

23. CUBA

Pre-school education is provided in kindergartens, which are to be found in the chief cities and are run by the State, the municipalities or private bodies. Boys and girls are admitted between the age of 4 and 6. There are also pre-primary classes for children who come to a primary school without having attended a kindergarten or without having achieved a high enough standard to undertake the work of the lowest primary school grade.

In kindergartens, teaching is in the hands of a kindergarten mistress and her assistant. Kindergarten mistresses must be holders of the diploma of a kindergarten teachers' training school (four-year course of study). Kindergarten assistants must have completed three years of pianoforte study at an academy or *conservatoire* recognized by the Ministry of Education, and must be holders of a certificate proving that they have successfully completed this course.

Table 18. Pre-school education in Cuba, 1950- 1956 and 1960

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950 ¹	1 607	1 910	1 910	66 742	34 187
1951 ¹	1 694	2 039	2 039	67 712	34 289
1952	1 743	2 560	2 560	86 964	45 370
1953 ²	1 839	1 839	1 839	65 481	33 358
1954 ²	1 950	1 950	1 950	61 825	31 716
1955 ²	1 980	1 980	1 980	64 305	32 589
1956 ²	1 949	1 949	1 949	64 236	32 969
1960	...	...	...	94 359	...

Distribution of pupils by sex and by type of establishment, 1960

Urban kindergartens	...	...	...	80 264	...
Rural kindergartens	...	...	...	14 095	...

1. Public education only.

2. Not including pre-primary classes.

24. CZECHOSLOVAKIA

In addition to the children's homes and crèches for children of 3 months to 3 years, nursery schools have been set up which take children for the half day, the whole day or by the week. Children's homes, crèches and nursery schools are State institutions. Provision is made for 2 mistresses for each class, i.e. for every 60 children enrolled.

Nursery schoolmistresses are trained at special training schools providing a four-year course. Candidates must pass an entrance examination after completing the nine-year course of compulsory schooling and provide evidence that they are in good health, possess physical skill and musical talent, and are capable of handling children. Students who pass the final examination work for a year in a large nursery school under the supervision of experienced mistresses. This practical, supervised training is followed by a further course, at the end of which candidates obtain the certificate qualifying them to teach in a nursery school. There are also regional institutes for further teacher training, which organize supplementary courses in educational theory and method.

Table 19. Pre-school education in Czechoslovakia, 1950-1960

Nursery schools

School year beginning	Number of establishments	Teachers ¹		Pupils enrolled
		Total	Women	
1950	5 865	7 859	...	256 306
1951	6 027	7 840	...	228 782
1952	5 906	8 046	...	214 223
1953	6 497	8 351	...	219 324
1954	6 431	8 977	...	226 784
1955	6 310	14 694	14 694	236 254
1956	6 323	15 304	15 304	252 780
1957	6 262	15 472	15 472	255 309
1958	6 309	15 833	15 833	262 146
1959	6 388	15 945	15 945	266 992
1960	6 633	17 529	17 529	285 863

1. From 1950 to 1954, the figures do not include assistants.

25. DENMARK

Pre-school education is mostly organized on a voluntary basis. The crèches are intended for children under 3, whilst the kindergartens accept children from 3 to 7 years; a great many of these establishments, however, have special sections for small children of 2 years or more.

The school authorities of the city of Esbjerg have introduced pre-primary classes in public schools. The possibility of organizing them at Copenhagen also is being considered. It is intended that there should be one kindergarten mistress for 20 children.

The head of a kindergarten must have a diploma from a nursery school training college (*bornehave-seminarie*) and sufficient experience and maturity. Future nursery school-teachers spend two years in one of these training colleges. Minimum requirements for admission are: 20 years of age, some education beyond primary school, such as a five month course at a "folk high school", six months' practical experience of work in a nursery school, a children's home or similar institution, and six months of domestic work in a private home. Refresher courses for nursery school-teachers are envisaged. They are to be one-year courses open to certificated teachers with at least three years' experience.

Of the total number of pre-primary school teachers, the proportion of those not possessing the qualifications required was 29.2% in 1949 and only 14% in 1959.

In 1949, there were 19 745 children enrolled in 408 pre-school centres (including 342 private institutions); in 1959, there were 27 161 children and 2 062 men and women teachers in 573 pre-school centres.

26. DOMINICAN REPUBLIC

Kindergartens accept children from the age of 4. Private nursery schools have to keep to the official regulations and curricula and are under the supervision of the State.

27. ECUADOR

Pre-school education comes under the Minister of Education and is provided in kindergartens which are open to children from 3 to 6 years of age.

These establishments are financed by the State, the municipalities or private bodies. There are no training schools organized exclusively for kindergarten staff. In teacher-training colleges for women, however, students in the higher classes are given guidance in early childhood education.

Table 20. *Pre-school education in Ecuador, 1950-1959*

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	66	185	178	7 463	3 894
1951	70	192	...	7 635	...
1952	65	196	...	8 018	...
1953	67	201	196	8 287	4 303
1954	68	204	197	8 068	4 304
1955	72	210	201	8 941	4 728
1956	77	230	224	9 475	5 082
1957	86	269	261	9 759	5 222
1958	...	247	...	10 444	...
1959	100	281	261	10 866	5 778

Distribution of teachers and pupils by sex and by type of establishment, 1957

Public kindergartens	60	221	214	8 866	4 701
Private kindergartens	26	48	47	893	521

28. EL SALVADOR

Pre-school education is provided for children between the ages of 4 and 6 either in public kindergartens financed by the State, or in private kindergartens financed by various groups. Candidates for teaching posts in pre-primary schools can take a special course in primary teacher-training schools; they must have completed the basic secondary course (first three years of secondary education). The length of the training course for pre-primary teachers is four years.

Persons who do not possess the necessary qualifications can be appointed to serve in pre-primary schools if they pass an examination and have had a number of years of practical experience as assistants in nursery schools. Primary schoolmistresses are also eligible, if they have had at last five years' practical experience.

Table 21. *Pre-school education in El Salvador, 1950-1960*

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	58	185	185	5 456	3 078
1951	73	226	226	7 159	3 904
1952	85	260	260	6 518	3 547
1953	89	262	262	9 879	5 464
1954	89	314	314	10 808	5 819
1955	101	325	...	11 515	6 131
1956	108	359	...	13 379	...
1957	119	387	...	13 713	* 6 800
1958	122	450	...	11 903	6 298

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1959	...	457	...	12 600	...
1960	130	437	426	12 954	6 888
<i>Distribution of teachers and pupils by sex and by type of establishment, 1960</i>					
Public kindergartens	83	319	312	10 965	5 815
Semi-public kindergartens	7	19	17	341	196
Municipal kindergartens	3	15	15	471	234
Private kindergartens	37	84	82	1 174	643

29. ETHIOPIA

Government primary schools accept children from the age of 6 to 7 years. There do exist, however, attached to certain government and private schools, a few kindergartens and nursery classes for children of 3 years of age.

Table 22. *Pre-school education in Ethiopia, 1953-1957*

Number of boys and girls enrolled in nursery schools

	1953-1954	1954-1955	1955-1956	1956-1957	1957-1958	
					Government schools	Private schools
Number of schools	3	3	6	6	1	5
Total number of pupils	133	191	316	301	67	290
Number of girls	55	88	138	141	25	131

30. FINLAND

There are kindergartens (*lastentarhat*) for children aged between 3 and 6. Recently, children's day nurseries (*lasten päiväkodit*) have been established to receive children under 3, as well as children aged 4 or 5 or even 6. The minimum number of children per mistress is 25 in the towns and 16 in the country.

Kindergarten teachers can train in four establishments. Candidates must have completed the five-year lower secondary school course, have done a preliminary practical course, have a good ear for music and be in excellent health. Their training lasts for 2 years.

Among the facilities for further training, there are the courses organized by the kindergarten teachers' union and the additional studies which can be undertaken at a university or some other establishment of higher education.

Pre-primary schools also employ persons who do not possess the kindergartens teachers' diploma, but have passed an examination in child care in a special school.

Table 23. *Pre-school education in Finland, 1950-1954 and 1959*

School year beginning	Number of establishments	Teachers		Pupils enrolled
		Total	Women	Total
1950	174	573	573	10 755
1951	189	610	610	11 437
1952	193	596	596	12 332
1953	199	606	606	12 696
1954	212	701	701	13 528
1959	243	801	801	15 838

Distribution of teachers and pupils by sex and by type of establishment, 1959

Public kindergartens	173	647	647	12 568
Private kindergartens	70	154	154	3 270

31. FRANCE

Pre-school education is provided in nursery schools and in infant classes which accept children of both sexes between 2 and 6 years of age. Since 1950, these schools and classes have been called "nursery school-kindergartens" or "infant class-kindergartens".

The number of children in infant classes varies from 50 to 25, although these limits are not absolutely rigid.

In town districts in process of expansion, the numbers in nursery schools greatly exceed the theoretical maximum and there are many classes with 60 or even 70 children enrolled.

Nursery schools and infant classes are under the charge of women teachers who have received the same training as their colleagues in primary schools. No mistress can be appointed head of a nursery school if she has not taught for at least five years in a nursery school or an infant class, or been the head of a school including an infant class.

Table 24. *Pre-school education in France, 1950-1960*

School year beginning	Number of establishments ¹	Teachers ²		Pupils enrolled	
		Total	Women	Total	Girls
1950	3 989	...	...	1 108 971	547 713
1951	4 087	...	...	1 226 771	606 820
1952	4 139	...	...	1 225 309	605 996
1953	4 287	16 600	16 600	1 220 300	602 100
1954	4 422	17 900	17 900	1 270 900	628 100
1955	4 665	19 300	19 300	1 273 300	631 000
1956	5 014	20 900	20 900	1 284 300	634 600
1957	5 322	...	...	1 307 800	644 500
1958	...	...	...	1 283 612	629 463
1959	5 578	19 162	19 162	1 267 296	620 622
1960 ²	...	...	...	1 169 451	...

School year beginning	Number of establishments ¹	Teachers ²		Pupils enrolled	
		Total	Women	Total	Girls
<i>Distribution of pupils by sex and by type of establishment, 1959</i>					
Public nursery schools and infant classes	5 395	19 162	19 162	1 102 027	534 836
Private nursery schools and infant classes	183	...	...	165 269	85 786
<hr/>					
1. Nursery schools only					
2. Public education only					

32. FRENCH GUIANA

Attendance at nursery schools is very heavy and some classes have as many as 90 pupils; the least crowded average 50.

Table 25. Pre-school education in French Guiana, 1950-1954

Number of boys and girls enrolled in public and private nursery schools and infant classes in 1959-1960

	1950-1951	1951-1952	1952-1953	1953-1954	1954-1955	1957-1958	1959-1960	
							Public education	Private education
Total number of pupils	750	852	952	1 271	1 424	1 407	888	404
Number of girls	345	425	501	701	829	732	434	248

33. GAMBIA

At Bathurst and in the colony, educational provision is made for infants, generally between 5 and 8 years of age. In 1958, there were 1 870 children in such establishments, including 715 girls. In the Protectorate, pupils enter the primary school direct at 8 years of age.

34. FEDERAL REPUBLIC OF GERMANY

(Not including West Berlin and the Saar)

There are pre-school institutions which children between the ages of 3 and 6 can attend for all or part of the day. These institutions are kindergartens, whose work is based on the principles of Friedrich Froebel, children's day homes (*Kindertagesstätte*), and Montessori children's homes (*Montessori-Kinderhäuser*).

These various kinds of kindergartens are considered as welfare establishments and come under the control of the Land Youth Offices (*Landsjugendämter*) and not under the Ministry of Education. They are set up by municipalities, by voluntary welfare associations, by industrial concerns for the children of their employees or, more and more rarely, by private persons.

Kindergarten teachers are given a two-year training course in special private, municipal or State establishments.

The number of children allowed per kindergarten teacher varies according to the *Land*, from 15 to 35, in the "school" kindergartens, the number is from 20 to 25. In kindergartens for handicapped children, the number of pupils per teacher is smaller still.

Half way between kindergarten and primary school is the "school" kindergarten (*Schulkindergarten*), an institution found mainly in the towns, where children of 6 who are not yet ready for the compulsory school are sent to be prepared along kindergarten lines for regular class teaching.

Table 26. Number of pupils enrolled in kindergarten from 1950-1954 and in 1958

	1950-1951	1951-1952	1952-1953	1953-1954	1954-1955	1958-1959
Number of establishments	8 649	9 541	9 769	10 018	...	11 870
Number of pupils	577 571	610 516	639 437	659 398	678 995	788 877

Table 27. Number of pupils of both sexes enrolled in school kindergartens (*Schulkindergärten*) from 1954-1956 and 1959

	1954-1955	1955-1956	1956-1957	1959-1960
Total number	1 787	2 099	1 352	3 236
Number of girls	863	1 096	657	1 435

35. EASTERN GERMANY

Pre-school education is regarded as an integral part, and as the initial phase, of the educational system in Eastern Germany.

Pre-school education was reorganized in November 1951. It is not compulsory, and is the responsibility of the Ministry of Education and the Secretariat of State for Vocational Training. The establishments are subdivided into ordinary nursery schools (*Normalkinderheime*) and special nursery schools (*Spezialkinderheime*), or observation schools (*Beobachtungsheime*) for abnormal or backward children. In principle, pupils are admitted on reaching their third birthday. A number of kindergartens are annexed to factories and agricultural co-operatives.

The teaching staff of nursery schools receive training comparable to that of primary school teachers (for 3 years after completion of the *Grundschule* course). Staff for service in the special nursery schools receive 4 years' training in a teacher-training school and are then likewise qualified to teach in the junior classes of the compulsory primary school.

Table 28. Pre-school education in Eastern Germany, 1951-1959

School year beginning	Number of establishments	Teachers	Pupils enrolled
1951	5 809	16 676	273 979
1952	6 226	20 785	295 155
1953 ¹	7 179	* 23 200	324 312
1954	6 931	21 170	291 599

School year beginning	Number of establishments	Teachers	Pupils enrolled
1955 ²	6 468	19 254	308 929
1956	7 560	20 781	334 148
1957	7 826	21 023	348 916
1958 ³	7 521	20 522	365 096
1959 ³	8 334	22 977	374 420

Distribution of teachers and pupils by sex and by type of establishment, 1959

Public kindergartens	6 999	18 196	301 079
Private kindergartens ³	1 335	4 781	73 341

1. Including figures for *Kinderhoste*, establishments where children enrolled in schools can spend their free time; certain children are therefore counted twice.
2. Not including the kindergartens of "people's undertaking" (*volkseigene Betriebe*).
3. Excluding private denominational schools.

36. GHANA

Table 29. Pre-school education in Ghana, 1953-1957
Private nursery schools

	1953	1954	1955	1956	1957
Number of schools	13	17	36	26	43
Number of pupils	640	800	2 524	2 512	2 278

37. GREECE

There is a system of pre-school education in Greece which includes kindergartens, nursery schools and children's centres.

Attendance at kindergartens and in nursery schools (*nepiagogheia*), open to children aged 4 to 6, is not compulsory; children's centres admit children from the ages of 3 to 6 years.

The regulation number of children per teacher varies from 20 to 40.

Nursery school teachers are trained at teacher-training schools, at which a two year course is given, and to which are admitted girls who have completed three (out of six) years' secondary school and have passed an entrance examination.

Table 30. Pre-school education in Greece, 1951-1959

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1951	...	¹ 1 209	...	¹ 26 300	...
1952	...	...	...	...	...
1953 ²	1 111	1 273	...	29 919	...
1954 ²	1 069	1 164	...	30 655	...
1955 ³	954	812	812	27 673	13 251
1956 ³	972	872	872	28 678	13 622
1957 ³	1 048	921	921	29 910	14 279
1958	1 009	1 125	1 125	35 807	...
1959	1 096	1 216	1 216	31 345	15 155

Distribution of teachers and pupils by type of establishment, 1958

Public kindergartens and nursery schools	808	916	916	31 119	...
Private nursery schools	201	209	209	4 688	...

1. Excluding private nursery schools.
2. Including public nursery schools and kindergartens, rural nursery schools and private nursery schools.
3. Excluding public kindergartens and private nursery schools.

38. GUADELOUPE

Table 31. Pre-school education in Guadeloupe, 1953-1957
Number of boys and girls enrolled in nursery classes at primary schools

	1953-1954	1954-1955	1955-1956	1956-1957	1957-1958	
					Public schools	Private schools
Total number of pupils	1 880	1 761	1 715	1 892	1 021	926
Number of girls	911	799	772	817	569	388

39. GUATEMALA

Pre-school education given in nursery schools which usually consist of two classes: a kindergarten, for children aged 4 to 5 and a preparatory class for children of 6 years of age. These schools may be separate establishments or attached to primary schools.

The usual number of children in a class is 45.

There is a kindergarten teacher-training school giving a two-year specialized course which teachers can attend after the ordinary teacher-training school, but there are not many who possess this qualification. The new curriculum which has just been introduced provides for three years' specialization and requires three years of secondary education as the minimum condition for admission.

Table 32. Pre-school education in Guatemala, 1950-1960

School year beginning	Number of establishments 1	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	50	389	389	9 876	4 980
1951	50	415	415	10 289	5 200
1952	52	392	392	11 999	5 859
1953	52	419	417	12 973	6 501
1954	51	428	426	13 312	6 672
1955	53	443	441	13 630	6 907
1956	51	473	469	14 456	7 235
1957	53	485	479	14 899	7 523
1958	56	508	...	16 154	8 128
1959	57	542	530	17 221	8 594
1960	63	565	550	...	...

Distribution of teachers and pupils by sex and type of establishment, 1959

Public pre-primary schools and classes	53	381	372	13 273	6 552
Private pre-primary schools and classes	4	161	158	3 948	2 042

1. Number of schools only.

40. HAITI

While a remarkable extension of pre-school education is taking place, it is chiefly in the private sector. In 1953, there were some fifteen private establishments in the capital and in certain provincial towns.

These schools are known by a variety of names - kindergartens, *jardins d'enfant*, *écoles maternelles*, *garderies*, *pouponnières*, *nids d'enfants* - and accept children of either sex between the ages of 3 and 6. The *garderies* and *pouponnières* accept children below 3 years of age.

In 1957-1958 there were 4 316 pupils enrolled in infant classes at lay primary schools and 1 934 at religious schools.

41. HONDURAS

Pre-school education is given in nursery schools or kindergartens which accept children between the ages of 4 and 7. Such establishments are either separate or attached to a primary school or to a teacher-training school.

The number of children per teacher varies from 15 to 35.

The staff of kindergartens are mainly urban primary school-teachers.

Table 33. *Pre-school education in Honduras, 1950-1959*

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	18	22	22	935	508
1951	22	26	26	981	518
1952	24	36	36	1 137	616
1953	27	42	42	1 385	730
1954	32	56	56	1 514	777
1955	...	...	...	...	...
1956	34	...	...	2 519	...
1957	37	80	80	2 653	1 409
1958	...	...	...	...	...
1959	...	...	...	2 755	1 456

Distribution of teachers and pupils by sex and type of establishment, 1957

Public kindergartens	18	40	40	1 470	786
Private kindergartens	19	40	40	1 183	623

42. HONG KONG

Children usually spend two years (from 4 to 6) at nursery schools; such establishments are not run by the Government.

Table 34. *Pre-school education in Hong Kong, 1953-1959*
Unaided nursery schools

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1953	...	...	...	16 487	...
1954	...	...	...	18 367	7 821
1955	...	...	...	18 893	7 976
1956	...	...	...	19 068	8 302
1957	209	756	755	18 559	8 088
1958	221	719	695	19 547	8 383
1959	236	743	726	22 725	9 891

43. HUNGARY

Pre-school education is provided for children from 3 to 6 years of age, but is not compulsory. However the number of children attending nursery school (*ovoda*) is continually increasing; this number amounted to 28% of the population under 6 years of age in 1959, and 31% in 1960. Some of these schools are maintained by the State, others by municipalities, industrial undertakings and agricultural co-operatives. As nursery schools are at present overcrowded, the regulation maximum number of pupils per teacher (20 to 30 according to age) is often exceeded.

Nursery school-teachers follow a two-year course at special teacher-training schools. There is an official curriculum for these institutions, and candidates must pass oral and written examinations after the first year and at the end of the second year before obtaining the diploma.

Refresher courses for nursery school-teachers are organized during vacations by the pre-school department of the National Institute for the Further Training of Teachers. Existing teachers are also encouraged to attend evening courses.

Table 35. *Pre-school education in Hungary, 1950-1960*

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	1 172	2 423	2 423	106 362	...
1951	1 910	3 201	3 201	121 215	...
1952	2 072	3 785	3 785	130 056	...
1953	2 245	4 431	4 431	131 873	...
1954	2 435	5 486	5 486	...	...
1955	2 503	6 120	6 120	149 948	72 662
1956	2 509	6 151	6 151	167 849	...
1957	2 599	7 170	7 170	162 174	79 046
1958	2 656	7 354	7 354	170 600	78 383
1959	2 780	8 093	8 093	179 848	87 481
1960	2 865	8 538	8 538	183 766	88 356

44. ICELAND

Only two towns have set up pre-school education establishments, taking children aged 5 to 6. In urban districts, societies for the protection of children have organized nursery schools taking children from the ages of 1 ½ to 5 years.

Candidates who wish to teach in pre-school institutions must have successfully passed the middle-school final examination, and taken a four-year course at a teacher-training school.

Table 36. *Pre-school education in Iceland, 1950-1954 and 1959*

School year beginning	Number of establishments reporting	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	1	8	5	243	124
1951	1	8	5	246	120
1952	1	5	4	238	105
1953	1	5	4	250	102
1954	1	5	4	400	160
1959	2	13	...	647	298

45. INDIA

Most of the pre-school education establishments are privately run (individuals or philanthropic organizations). They are mostly kindergartens, although infant classes attached to primary or secondary schools also exist. A few pre-school establishments have been set up by public authorities for experimental purposes. The minimum age of admission is from 2 ½ to 3 years.

There are no regulations regarding the number of children per teacher (the number may vary from 10 to 40 or even 50).

Most of the States provide training for teachers in pre-school establishments. The courses last one to two years and in most cases are based on the Montessori method; they admit candidates who have completed 8 to 12 years of schooling.

Approximately 40% of pre-school teaching staff have had no specialized training.

Table 37. Pre-school education in India, 1950-1958

School year beginning	Number of establishments	Teachers		Pupils enrolled ¹	
		Total	Women	Total	Girls
1950	303	866	696	21 640	...
1951	330	1 052	836	22 774	...
1952	396	1 219	997	28 212	12 378
1953	426	1 347	1 065	30 625	13 699
1954	513	1 536	1 310	37 050	...
1955	630	1 880	1 591	35 828	...
1956	769	2 131	1 785	54 017	24 608
1957	921	2 452	...	62 428	...
1958	1 164	2 939	2 601	80 118	37 751

Distribution of pupils by type of establishment, 1958

Public pre-primary establishments	210	...	...	10 027	...
Private pre-primary establishments aided and unaided	954	...	...	70 091	...

1. Number of pupils attending pre-primary schools, excluding those enrolled at nursery classes attached to establishments of a higher level of education. For 1952-1953 the number of pupils receiving pre-school education was 38 286 (including 16 106 girls), for 1953-1954 - 42 051 (19 832 girls), for 1954-1955 - 60 294 (24 834 girls), for 1955-1956 - 75 495 (30 361 girls), and for 1956-1957 - 99 313 (41 541 girls).

46. INDONESIA

Nursery schools are nearly all private and are not yet very numerous. In 1954-1955 there were only four public schools at this level, attached to teacher-training schools, as against 583 private schools; the total number of pupils being 37 441. Since 1952-1953, the Government has endeavoured to develop public nursery schools by opening training schools for nursery school-teachers, and in some cases by placing such mistresses at the disposal of private schools.

Table 38. Pre-school education in Indonesia, 1955-1960

School year beginning	Number of establishments ¹	Teachers	Pupils enrolled
		Total	Total
1955 ²	511	1 022	34 433
1956	807	1 580	54 743
1957	1 098	2 237	77 175
1958	1 293	2 695	87 586
1959	1 594	3 224	100 092
1960	1 286	3 424	106 801

Distribution of teachers and pupils by type of establishment, 1957

Public nursery schools	10	40	844
Private nursery schools	1 584	3 184	99 248

1: This figure only includes establishments which have furnished statistics.

2: Excluding 127 nursery schools for foreigners.

47. IRAN

The kindergartens (*koudakestan*) take children between the ages of 3 and 6. Classes must not consist of more than 25 pupils.

A special class was started in 1955 at Teheran for the training of kindergarten teachers. The instructors are university professors and qualified specialists. The course lasts nine months.

In 1954, four out of five kindergartens were privately run.

Table 39. Pre-school education in Iran, 1951-1960
Private kindergartens

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1951	73	146	128	3 773	2 422
1952	74	...	...	5 520	2 709
1953	115	365	350	5 344	1 730
1954	97	439	420	9 213	3 223
1955	98	398	354	6 077	2 762
1956	165	782	639	9 300	4 066
1957	2 03	922	763	12 230	5 939
1958	252	...	...	11 720	5 366
1959	256	...	...	16 325	6 732
1960	...	...	...	22 007	...

48. IRAQ

For a long time, most of the pre-school educational institutions were privately run, the educational authorities being more interested in primary schools proper. The number of public pre-school educational establishments has been increasing since 1956; children are admitted from the age of four years and remain for two years, the second year constituting a preparation for primary school.

Table 40. Pre-school education in Iraq, 1957-1960

School year beginning	Number of establishments	Teachers ¹	Pupils enrolled
		Total	Total
1957	61	103	7 194
1958	83	127	8 480
1959	99	231	9 594
1960	109	...	12 259

Distribution of teachers and pupils by type of establishment, 1960

Public kindergartens	61	272	7 555
Private kindergartens	48	...	4 704

1. Public education only. Since the majority of private kindergartens are attached to primary schools, their teaching staff consists of primary school-teachers.

49. IRELAND

Pre-school education is given in the infant classes of national primary schools. There are also a number of private schools.

Infant classes at national schools admit children from the ages of 4 to 6.

No specialized training is provided for teachers of infant classes; instruction is usually given by primary school-teachers.

The number of children between the ages of 4 and 6 enrolled in the infant classes of national schools, on 30 June 1959, was 63 217, of whom 31 795 were girls.

50. ISRAEL

School attendance is compulsory from the age of 5. The kindergartens (*gan yeladim*) are as a rule separate from the schools and in premises of their own. Since the State Education Law, 1953, is applicable to them, education given therein is under the control of the State and the local authorities. In practice, however, a considerable number of kindergartens are non-State but recognized.

The maximum number of pupils per teacher is 40.

Kindergarten teachers must have followed a two-year training course, having previously completed eleven years schooling (8 years at primary school, and three years at secondary school). They are not obliged to pass the final secondary school examination which is required for university entrance. Training is provided by the State in the same establishments as for primary school-teachers. Unqualified staff make up only 5-7% of the total number of kindergarten teachers.

Table 41. Pre-school education in Israel, 1950-1960

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	1 177	1 1 415	1 1 415	49 172	23 834
1951	1 624	1 1 973	1 1 973	66 855	32 609
1952	1 760	1 2 071	1 2 071	65 423	31 994
1953	...	...	...	...	...
1954	1 466	1 886	1 873	56 315	27 307
1955	1 880	2 439	2 416	72 412	35 085
1956	1 998	2 519	2 488	76 828	37 089
1957	2 009	2 512	2 492	77 479	37 560
1958	2 052	2 553	...	78 499	...
1959	2 128	2 544	...	80 655	...
1960	...	...	...	* 80 550	...

Distribution of pupils by type of establishment, 1960

Hebrew kindergartens	...	...	...	* 75 026	...
Arab kindergartens	...	...	...	5 524	2 439

1. Excluding teachers at Arab kindergartens.

51. ITALY

Pre-school education (children from the ages of 3 to 6) is very widespread in Italy. The various establishments are known by names associated with special methods: *sale di custodia* (crèche) perform a welfare rather than educational function, while the *asilo infantile* is run on the Aporti method, the *giardini d'infanzia* follow Froebel methods, the *scuole materne* the Agazzi method and the *case dei bambini* the Montessori method.

Responsibility for the administration of these various institutions is vested in the authorities to which they are legally subordinated: the State, Communes, corporations, religious orders or private persons.

The number of pupils per teacher varies from 15 to 40.

Nursery school teachers are required to hold the preparatory-level teaching diploma. This may be obtained after a three-years course at a teacher-training school. Students are required to do a year's practical training in the demonstration classes attached to teacher-training schools.

In 1958-1959, 53% of the total number of the age group concerned attended pre-school educational establishment in Northern Italy, 17% in Central Italy, 20.5% in Southern Italy and 9.5% in the Italian islands.

Table 42. Pre-school education in Italy, 1950-1958

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	12 380	24 150	24 150	932 231	471 467
1951	12 995	24 887	24 887	990 103	449 047
1952	13 561	25 735	25 735	1 012 238	509 975
1953	14 344	26 939	26 939	1 043 123	525 884

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1954	14 875	27 828	27 828	1 052 050	526 038
1955	15 545	28 982	28 982	1 068 114	538 969
1956	16 101	29 333	29 333	1 072 233	539 156
1957	16 650	29 695	29 695	1 079 987	540 950
1958	17 092	29 217	29 217	1 088 428	545 118

Distribution of teachers and pupils by type of establishment, 1958

Public pre-primary institutions	5 067	9 336	9 336	367 901	...
Private pre-primary institutions	12 025	19 881	19 881	720 527	...

52. JAMAICA

Few of the Caribbean territories provide for pre-school education; however, in many places, private nursery schools are to be found, some of which are subsidized. In one or two territories - e.g. Jamaica - there are infant play centres which are organized entirely by the Government.

In 1958, there were 7 032 children enrolled at such centres in Jamaica.

53. JAPAN

According to the School Education Law (article 80), kindergartens (*yōchien*) are provided for the education of young children from the age of 3 up till entrance into primary school. Actually, however, few children attend before the age of 5.

The School Education Law does not apply to the *hoikusbo* (day nursery-kindergarten for very young children whose parents are unable to bring them up). 85% of the children attending such institutions are between 3 and 6 years of age and might therefore be attending a *yōchien*. In November 1954, the number of children between the ages of 3 and 6 attending day nurseries was 520 000 - almost as many as at the *yōchien*.

There are two kinds of certificate for *yōchien* teachers, i.e. the first class and second class regular certificates required for a permanent post, and the temporary certificate, valid only for an assistant post in the absence of a fully qualified teacher. Requirements for the first class regular certificate are a bachelor's degree and completion of the prescribed units of the general education course and teacher-training course at a university.

Such teachers, like those for primary and lower secondary schools, are trained in the teacher-training faculty of a university. The required conditions for obtaining a second class regular certificate are two years' study in a university and a credit of over 62 units (which must include the units of the general education and teacher-training courses). These conditions are practically the same as for a primary school-teacher, and since many of the required subjects are common to both, the training of *yōchien* teachers is usually conducted simultaneously with the training of primary school teachers. There are also prefectural and private colleges which have a special branch for the training of *yōchien* teachers.

Staff for the day nurseries are trained in schools for kindergarten workers (or day-nurse training institutes), which come under the Ministry of Welfare. The qualification for entering these schools is graduation from the upper secondary school; the course lasts two years, as for *yōchien* teachers with second class certificates.

Table 43: Pre-school education in Japan, 1950-1960

School year beginning	Number of establishments	Teachers ¹		Pupils enrolled	
		Total	Women	Total	Girls
1950	2 100	9 445	7 772	224 653	111 503
1951	2 455	10 979	8 972	244 423	119 138
1952	2 874	14 165	11 748	370 667	181 161
1953	3 490	18 913	15 970	519 750	253 970
1954	4 471	24 222	20 360	611 609	298 166
1955	5 316	24 983	23 573	643 683	313 113
1956	6 141	26 970	24 726	651 235	316 690
1957	6 620	28 344	26 886	663 253	321 815
1958	6 837	29 200	...	673 879	327 360
1959	7 030	30 134	...	699 778	...
1960	7 207	31 330	28 842	742 367	359 852

Distribution of teachers and pupils by sex and type of establishment, 1960

Public kindergartens	2 608	8 151	8 059	231 440	112 400
Private kindergartens	4 598	23 178	20 782	510 887	247 436

Note: The data in this table only apply to kindergartens (*yōchien*); the day-nurseries (*hoikusho*) are not included. The data available concerning the *hoikusho* give the numbers enrolled for the years 1953 to 1957. Thus the total number of children receiving pre-school education was 997 908 in 1953-1954, 1 131 922 in 1954-1955, 1 240 413 in 1955-1956, 1 251 120 in 1956-1957 and 1 261 419 in 1957-1958.

1. Part-time teaching staff are included in the figures for the years 1950-1954.

54. JORDAN

Pre-school education is provided chiefly by private institutions. Some come under Ministries other than that of Education, others are attached to girls' or boys' primary schools. Children are usually admitted at the age of 3 or 4 and remain for two or three years before going on to a primary school.

Table 44. Pre-school education in Jordan, 1953-1960

School year beginning	Number of establishments	Teachers		Pupils enrolled ¹	
		Total	Women	Total	Girls
1953	...	...	...	9 760	4 739
1954	...	...	...	8 176	3 844
1955	...	...	...	9 411	4 173
1956	...	...	...	9 561	4 276
1957	...	...	...	9 480	4 300
1958	...	...	...	10 052	4 622
1959	28	362	285	11 595	5 079
1960	17	323	268	11 937	5 409

School year beginning	Number of establish- ments	Teachers		Pupils enrolled ¹ .	
		Total	Women	Total	Girls
Distribution of teachers and pupils by sex and type of establishment, 1959					
Urban kindergartens	21	282	226	9 195	4 167
Rural kindergartens	7	80	59	2 400	912

1. There were 162 pupils (including 84 girls) enrolled at public schools in 1958-1959 and 350 (including 147 girls) in 1959-1960.

55. REPUBLIC OF KOREA

The establishment of kindergartens is authorized by law. They cater for children between 4 and 6 years of age and are divided into two sections. At present most kindergartens are privately owned.

The maximum number of children per teacher is 40.

Several colleges provide courses in pre-school education in their pedagogical curriculum; candidates must possess a secondary school-leaving certificate. Courses last from two to four years. Those wishing to do so may complete their vocational training by following courses at a nursing education college.

All teachers at pre-school institutions must hold at least a primary school-teachers's certificate.

Table 45. Pre-school education in Republic of Korea, 1950-1960

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	159	474	363	10 772	5 644
1951	159	474	363	8 449	4 431
1952	161	480	365	9 684	4 965
1953	166	523	402	11 161	5 034
1954	160	511	394	11 158	4 734
1955	173	523	401	17 083	11 161
1956	153	494	369	8 152	3 487
1957	227	599	445	11 947	5 876
1958	253	937	...	13 301	...
1959	281	1 034	697	14 078	6 962
1960	297	1 150	800	15 795	7 774

Distribution of teachers and pupils by sex and type of establishment, 1960

Public kindergartens	3	11	7	256	116
Private kindergartens	294	1 139	793	15 539	7 658

56. KUWAIT

Nursery schools are an integral part of the school system; girls and boys accepted from the age of four, and remain a maximum of two years before entering a primary school.

Pre-school education has developed tremendously; between 1958 and 1959 the total number of pupils went up by 53%. If this rate is maintained, all children between the ages of 4 and 6 will be receiving education in five years time.

Table 46. Pre-school education in Kuwait, 1953-1959

Type of establishment	School year beginning	Number of establishments	Teachers		Pupils enrolled	
			Total	Women	Total	Girls
Public nursery schools	1953	...	...	...	...	...
Public nursery schools	1954	2	17	17	376	177
Public nursery schools	1955	4	41	41	833	295
Public nursery schools	1956	4	52	52	1 033	457
Public nursery schools	1957	6	78	78	1 711	774
Public nursery schools	1958	9	123	...	2 574	...
Public nursery schools	1959	15	198	198	3 947	1 865
<i>Distribution of teachers and pupils by sex and type of establishment, 1959</i>						
	Total	19	265	265	5 126	2 446
Public nursery schools		15	198	198	3 947	1 865
Private nursery schools		4	67	67	1 179	581

57. LAOS

The first nursery school, founded at Vientiane in 1954, was a great success. Subsequently infant classes were opened in the provinces of Luangorabang, Paksé and Savannakhet, admitting children from the ages of 4 to 6.

The number of children per teacher varies from 20 to 35.

Teachers of infant classes are former auxiliary teachers from public schools. They are given a six months' practical training period with infant classes in Thailand.

Table 47. Pre-school education in Laos, 1955-1958

Pre-school centres

School year beginning	Number of centres	Number of teachers	Pupils enrolled	
			Total	Girls
1955	3	3	282	124
1956	5	...	366	169
1957	...	...	...	...
1958	7	18	456	232

58. LEBANON

Pre-school education is not provided in public schools. A few private schools have kindergartens. The minimum age of admission is usually 3.

There are no regulations concerning the minimum or maximum number of pupils per teacher in pre-school education. The maximum number of children admitted usually varies from 30 to 45.

Certain private institutions provide specialized training for pre-school teachers ("Study and Research Centres"). The entrance requirements for these are either the final secondary school examination diploma or the final primary school diploma. The course lasts two years.

At present, 70% of the teachers in pre-school establishments are not qualified.

The total number of children enrolled at pre-school establishments in 1959 was 27 580 (including 12 950 girls); there were 690 teachers (including 618 women).

59. LIBERIA

Kindergarten education in Liberia is comparatively recent. The schools are conducted by trained Liberian kindergarten teachers and admit children from the age of 4 to 6. In some cases children below four have been admitted.

The number of children per teacher varies from 20 to 35.

Table 48. *Pre-school education in Liberia, 1953-1960*

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1953	...	...	...	1 334	...
1954	21	58	58	1 705	682
1955	29	75	75	2 331	834
1956	69	128	125	2 955	1 319
1957	...	...	...	...	...
1958	...	...	...	...	...
1959	43	112	103	4 587	2 149
1960	45	120	...	5 025	...
<i>Distribution of teachers and pupils by sex and type of establishment, 1959</i>					
Public kindergartens	40	105	100	3 342	1 655
Private kindergartens	3	7	3	1 245	494

60. LIBYA

There were 2 010 pupils (including 1 026 girls) and 94 teachers at the 25 foreign schools in existence in 1956. In 1959 there were 2 637 pupils (including 1 004 girls) enrolled at 20 kindergartens (with a total of 90 teachers).

61. LIECHTENSTEIN

Pre-school education is provided at municipal nursery schools (*Kinderschulen*); children are accepted from the age of 4; attendance at such establishments is not compulsory. In 1961, there were 474 pupils (about 50% of girls) enrolled in the 9 municipal nursery schools.

62. LUXEMBOURG

Pre-school education (children aged 4 to 6) is given in nursery schools (day nurseries or kindergartens).

Although there are no regulations concerning this, the total number of pupils never rises above 40 to 50 per class.

The kindergarten teacher's diploma may be obtained after a three-year specialized course leading up to an examination. Several private institutes prepare candidates for this examination.

Table 49. *Pre-school education in Luxembourg, 1950-1960*

School year beginning	Number of establishments ¹	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	101	101	101	3 393	...
1951	106	106	106	3 876	...
1952	113	113	113	4 117	...
1953	111	111	111	4 298	2 113
1954	113	113	113	4 281	2 143
1955	115	115	115	4 146	...
1956	121	121	121	...	...
1957	113	113	113	4 031	...
1958	125	125	125	4 224	...
1959	126	126	126	4 523	...

Distribution of teachers and pupils by type of establishment, 1960

Public nursery schools	119	119	119	4 308	....
Private nursery schools	10	10	10	449	...

1. Number of classes.

63. MACAU

Table 50. *Pre-school education in Macau, 1953-1959*

	1953	1954	1955	1956	1957	1959
Total number of pupils	2 115	2 600	3 789	4 183	5 577	7 890
Number of girls	980	1 103	1 593	1 781	2 399	3 532

64. MADAGASCAR

Pre-school education is relatively undeveloped. Nevertheless, there are a number of public nursery classes or kindergartens at Tananarive (2), at Tamatave (3), at Fianarantsoa (2) and at Majunga (1); they are the responsibility of the local administration and work under the same conditions (age of pupils, activities, training of staff) as those in France.

Some private bodies also run infant classes in the towns.

Table 51. *Pre-school education in Madagascar, 1950-1959*

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Total	Girls	
1950	...	19	748	403	
1951	...	21	657	339	
1952	...	23	1 680	668	

School year beginning	Number of establishments	Teachers	Pupils enrolled	
		Total	Total	Girls
1953	2 674	1 215
1954	2 981	1 341
1955	3 955	1 929
1956	4 938	2 399
1957
1958
1959	115	...	6 980	3 514

Distribution of pupils by sex and type of establishment, 1959

Infant classes attached to public schools	8	...	574	296
Infant classes attached to private schools	107	...	6 406	3 218

65. FEDERATION OF MALAYA

There are no pre-school institutions coming under the public authorities in Malaya. There are, however, a few kindergartens and classes for children under 6 years of age, in aided and non-aided private schools.

The methods generally in use are based on the systems of Froebel, Maria Montessori and other great educators.

Table 52. Pre-school education in the Federation of Malaya, 1953-1960

Number of boys and girls enrolled at pre-school education centres.

	1953	1954	1955	1956	1959	1960
Total number of pupils	1 913	3 386	5 180	6 602	7 980	8 163
Number of girls	1 028	1 700	2 504	3 197	3 676	3 533

66. MALTA

Table 53. Pre-school education in Malta, 1952-1958

Number of boys and girls enrolled in private establishments

	1952-1953	1953-1954	1954-1955	1955-1956	1956-1957	1957-1958	1958-1959
Total number	1 533	2 911	2 900	3 219	3 130	3 213	3 526
Number of girls	719	1 306	1 430	1 581	1 487	1 594	1 754

67. MARTINIQUE

There are nursery schools to which children may be admitted from the age of two. Those attaining their sixth birthday by 1 October must then go on to the elementary primary schools.

A number of elementary primary schools have an infant class as well.

Table 54. *Pre-school education in Martinique, 1953-1957*

Number of boys and girls enrolled in public and private nursery schools

	1953-1954	1954-1955	1955-1956	1956-1957	1957-1958	
					Public schools	Private schools
Total number of pupils	4 528	4 833	5 624	5 339	6 355	103
Number of girls	2 385	2 433	2 848	2 833	3 312	49

68. MAURITIUS

Table 55. *Pre-school education in Mauritius, 1955-1958*

Number of boys and girls enrolled in infant classes attached to private primary schools

	1955	1956	1958
Total number of pupils	3 066	4 039	6 259
Number of girls	1 299	1 802	2 941

69. MEXICO

Pre-school education is given to children under the age of 6 in crèches, infant schools, nursery schools, kindergartens or similar institutions.

The number of children per teacher is usually between 40 and 50.

There are public and private teacher-training schools which train kindergarten teachers. The training lasts three years. Candidates must have completed their secondary school education.

Owing to the shortage of specialized staff, kindergartens are authorized to employ persons who do not yet possess the required qualifications but can obtain them by following intensive courses at the Federal Institute for Further Training of Teachers.

Table 56. *Pre-school education in Mexico, 1950-1957*

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	937	2 892	2 801	100 390	51 765
1951	969	3 157	3 037	103 968	53 901
1952	1 068	3 443	3 320	112 562	58 612

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1953	1 132	3 785	3 785	123 262	...
1954	1 211	4 007	4 007	136 675	...
1955	1 294	4 459	4 459	149 517	...
1956	1 403	4 891	4 891	164 811	...
1957	1 539	5 416	5 416	178 869	92 363

70. MONACO

Infant classes and kindergartens at the *Lycée* and girls' schools in the Principality are open to boys and girls.

Future kindergarten teachers follow courses at French schools in order to obtain the kindergarten teacher's diploma, which is always required.

Table 57. Pre-school education in Monaco, 1950-1961

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	6	12	12	318	163
1951	6	12	12	300	136
1952	6	12	12	320	138
1953	6	12	12	316	144
1954	6	12	12	300	137
1957	5	7	7	194	112
1958 ¹	5	7	7	247	119
1959	5	7	7	283	152
1960	5	8	8	290	171

Distribution of pupils by sex and type of establishment, 1959

Public kindergartens	4	7	7	263	142
Private kindergartens	1	2	2	35	35

1. Public education only.

71. MONGOLIA

Nursery schools take children from 3 to 7 years of age, and are to be found principally in industrial areas except where attached to collective farms.

In 1956 there were approximately 4 000 pupils attending a total of 78 schools.

72. MOROCCO

Table 58. Pre-school education in Morocco, 1953-1956 and 1960
Number of boys and girls enrolled in public nursery classes

	1953-1954	1954-1955	1955-1956	1956-1957	1960
Total number of pupils	8 570	9 052	10 507	9 277	4 536
Number of girls	4 125	4 345	4 752	4 047	2 076

73. NEPAL

Pre-school education is little developed in Nepal. At Katmandu, however, there is one nursery school based on Maria Montessori principles.

74. NETHERLANDS

Pre-school education is not compulsory. The age of admission to nursery schools is 4 years; the child must leave this school at the age of 7 unless a written medical statement shows that he is not yet ready to receive general primary education (in such cases he may remain until the age of 8).

The maximum number of children per teacher is 40.

In order to be appointed to a nursery school, the teacher must possess a pre-school teaching certificate. There are public and private training schools for kindergarten teachers. In order to gain admission candidates must have completed the schooling prescribed by law or have passed an entrance examination. Courses last two to four years according to whether the candidate wishes to become a kindergarten teacher or headmistress of a nursery school.

The table below gives an idea of the situation in training schools for kindergarten teachers and nursery school headmistresses on 1 January 1955.

Table 59. Training of Pre-school Teaching Staff

Type of establishment	Number of establishments	Students enrolled		
		Diploma A	Diploma B	Montessori Diploma
Public teacher-training schools	11	558	528	32
Catholic teacher-training schools	45	1 280	500	135
Protestant teacher-training schools	28	1 360	540	...
Other private teacher-training schools	23	593	335	92
Total	107	3 791	1 903	259

Table 60. *Pre-school education in the Netherlands, 1950-1959*

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	3 184	8 288	8 288	341 484	166 682
1951	3 283	8 580	8 580	368 597	178 188
1952	3 357	8 952	8 952	369 886	181 010
1953	3 429	9 215	9 215	368 218	179 541
1954	3 563	9 540	9 540	371 424	181 343
1955	3 706	10 052	10 052	370 222	180 979
1956	3 793	10 153	10 153	349 075	170 973
1957	3 942	10 474	10 474	361 936	176 757
1958	4 080	10 758	10 758	372 794	182 147
1959	4 230	11 163	11 163	384 246	187 871

Distribution of teachers and pupils by sex and type of establishment, 1959

Public nursery schools	812	2 339	2 339	80 756	39 364
Private nursery schools	3 418	8 824	8 824	303 490	148 507

75. NETHERLANDS ANTILLES

Pre-school education is given at public or private nursery schools, or at infant classes attached to numerous public and private primary schools.

The minimum age of admission to these pre-school institutions is 3½ years.

Table 61. *Pre-school education in the Netherlands Antilles, 1950-1959*

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	43	126	126	4 659	2 355
1951	46	155	155	5 231	2 627
1952	52	160	160	5 225	2 641
1953	50	194	194	4 633	2 322
1954	56	207	207	5 713	2 814
1955	59	218	218	6 425	3 114
1956	62	223	223	6 729	3 303
1957	66	231	231	7 421	3 673
1958	...	...	...	...	...
1959	71	239	239	7 725	3 794

Distribution of teachers and pupils by sex and type of establishment, 1959

Public pre-primary schools	18	52	52	1 274	606
Private pre-primary schools	53	187	187	6 451	3 188

76. NETHERLANDS NEW GUINEA

Table 62. *Pre-school education in Netherlands New Guinea, 1950-1959*

School year beginning	Number of establishments	Teachers		Pupils enrolled
		Total	Women	
1950	...	...	...	...
1951	1	1	1	50
1952	2	2	2	150
1953	3	6	6	271
1954	6	7	7	384
1955	7	7	7	382
1956	11	11	11	516
1957	12	13	13	632
1958	...	...	...	...
1959	14	14	14	1416

Distribution of teachers and pupils by type of establishment, 1957

Private nursery schools

aided	7	8	8	368
unaided	5	5	5	264

1. Including 197 girls.

77. NEW GUINEA (Austr.)

Pre-school education is supervised by a pre-school officer attached to the Department of Health. The administration provides full-time qualified pre-school teachers at several centres and subsidizes other centres.

There were 7 pre-school centres in 1953 and 10 in 1956. 220 pupils were enrolled at 8 centres with 4 teachers in 1954. In 1959, there were approximately 300 pupils enrolled at 11 pre-school education centres.

78. NEW ZEALAND

Pre-primary education in New Zealand is provided by voluntary bodies, namely Free Kindergarten Associations and Nursery Play Centre Associations.

The minimum age for admission to a kindergarten is usually 3 years. In some cases children are admitted at the age of 2 ½, which is the minimum age of admission to play centres.

Although there is no official rule on the subject, the minimum number of children per kindergarten teacher is usually 10 to 15 and the maximum, 20. At play centres there are usually 4 adults (of whom 2 are "mother helpers") to 30 children.

The local Free Kindergarten Associations are joined together into the *New Zealand Free Kindergarten Union*. Each of the four largest associations employs a professional principal who is responsible for the training of kindergarten teachers. Training is of two years' duration and is given in training centres employing mainly part-time staff. Where there is a shortage of qualified kindergarten teachers persons without the normal qualifications are sometimes employed on a temporary basis. These make up no more than 19% of the total number of kindergarten teachers.

Table 63. *Pre-school education in New Zealand, 1950-1960*

School year beginning	Number of establishments	Teachers		Pupils enrolled
		Total	Women	
1950 ¹	115	232	232	4 300
1951 ¹	127	276	276	4 767
1952	208	...	...	8 558
1953	251	250	250	13 101
1954	268	258	...	...
1955	283	259	259	15 292
1956	301	276	276	16 486
1957	319	287	287	17 159
1958	...	...	...	¹ 13 928
1959	333	557	557	18 778
1960	341	...	...	19 559

Distribution of teachers and pupils by type of establishment, 1959

Private nursery schools	196	405	405	14 807
Private nursery play centres	137	152	152	3 971

1. Nursery schools only.

79. NICARAGUA

There are a few public and private nursery schools which take children between 4 and 6 years of age. Most of the teachers have taken courses in pre-school education.

In 1958, there were 3 152 pupils (including 1 795 girls) enrolled at public nursery schools and 1 034 (including 533 girls) at private nursery schools.

80. NORWAY

In Norway pre-school education is regarded as a social rather than an educational matter. Children of pre-school age are cared for in many ways. There are nursery schools or kindergartens, and the "park-aunt" system. The nursery schools admit children between the ages of 3 or 4 and 7.

To provide teachers for nursery schools there are a few schools and courses under the supervision of the Ministry of Social Affairs.

81. PAKISTAN

Pre-school education, which covers children from the ages of 3 to 5 years, has developed to a certain extent. A number of kindergarten or nursery schools are run by private bodies in urban districts.

A few schools have been opened recently in rural areas, financed by the Provincial and Central Governments to act as a fillip to private enterprises in this direction. These pre-school institutions fall outside the public school system and function as free units uncontrolled by any government agency.

The controlling heads of these institutions are generally lay instructors, who sometimes have received education in British and American institutions. The teaching staff are trained locally in specialized institutions which are also privately managed.

82. PANAMA

Pre-school education is given in kindergartens (*jardines de infancia*); some are separate institutions and others are attached to primary schools. Kindergartens admit children from the ages of 5 to 6.

The regulation number of children per teacher is 35, but in practice it may go up to 50.

Every kindergarten is to be staffed by a principal and a number of mistresses proportionate to the number of pupils. Kindergartens are controlled by the Ministry of Education. There is no specialized course of training for kindergarten mistresses; they are recruited from the teaching profession.

Table 64. Pre-school education in Panama, 1950-1961

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	48	100	93	2 050	1 059
1951	57	117	109	2 738	1 411
1952	50	101	95	2 653	1 453
1953	52	111	100	2 900	1 526
1954	57	107	99	3 079	1 613
1955	57	121	111	3 316	1 760
1956	65	107	104	3 266	1 718
1957	60	128	118	2 843	1 509
1958	53	93	...	3 000	1 507
1959	58	97	94	3 136	1 630

Distribution of teachers and pupils by sex and type of establishment, 1961

Public kindergartens	26	49	49	1 777	868
Private kindergartens	46	65	64	1 756	971

83. PANAMA CANAL ZONE

The Canal Zone schools provide public kindergartens for 5-year-olds.

Teacher-guides, prepared by teacher committees, are provided by the Division of Schools, for kindergarten teachers. The basic training of kindergarten teachers in the United States schools is obtained in the United States of America.

Table 65. Pre-school education in the Panama Canal Zone, 1950-1957

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	15	21	21	874	450
1951	16	26	26	1 084	547

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1952	16	29	29	1 143	576
1953	14	26	26	960	484
1954	14	24	24	726	390
1955	14	...	...	759	...
1956	14	...	...	653	...
1957	13	...	...	693	...
<i>Distribution of pupils by type of establishment, 1957</i>					
United States kindergartens, public	10	...	...	642	...
Latin American kindergartens, public	3	...	...	53	...

84. PARAGUAY

There are a few kindergartens which use Froebel and Montessori methods, but on the whole, there has been very little development in pre-school education; the number of specially trained kindergarten teachers is negligible.

The minimum age for admission to nursery classes is 6 and occasionally 5. Children of 3 to 6 years of age are admitted to kindergartens (*jardines infantiles*).

According to the regulations in force, the minimum number of children per teacher is 12 and the maximum 25.

Special training in pre-school education at the Teacher Training College is envisaged in the reform at present in progress. Hitherto, the teachers have been receiving specialized training during vacation courses.

Table 66. Pre-school education in Paraguay, 1951-1960

School year beginning	Number of establishments	Teachers	Pupils enrolled	
			Total	Girls
1951	...	...	1 206	...
1952	...	...	1 146	...
1953	...	...	1 215	615
1954	37	...	1 846	1 004
1955	41	...	1 752	866
1956	42	...	2 005	1 008
1957	77	...	3 196	1 665
1958	...	...	3 698	1 847
1959	102	138	4 113	2 092
1960	127	141	3 768	1 959

Distribution of teachers and pupils by type of establishment, 1959

Public kindergartens	55	82	2 021	...
Nursery classes at public primary schools				
Nursery classes at private primary schools	47	56	2 092	...

85. PERU

Pre-school education for children between 4 and 6 years of age is given in kindergartens which are an integral part of the educational system. According to the regulations, the number of children per teacher should be 25.

Transition classes are organized in infant schools whenever possible, for children aged 6 to 7 years; and when situated in public primary schools, are placed in the charge of persons specialized in pre-school education. The object of these classes is to provide for transition from the family or the kindergarten to the primary school.

In accordance with the Education Law, these infant schools must be in the hands of specialized female staff. The principal and teachers of kindergartens must have qualified in a teacher training school and have specialized in pre-school education by following an additional year's course.

A national Institute for specialized training in pre-school education was opened in 1960. To qualify for admission, candidates must have completed the fifth year of secondary school, must hold the urban teacher-training diploma and health certificate, and must be under 35 years of age. Training lasts two years.

Table 67. *Pre-school education in Peru, 1950-1957*

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	106	357	357	16 011	8 311
1951	125	394	394	17 072	8 644
1952	142	470	470	19 310	9 762
1953	146	463	463	19 570	9 741
1954	148	479	479	19 448	10 070
1955	161	509	509	20 895	10 723
1956	170	527	527	22 382	11 657
1957	198	598	598	24 830	12 747
<i>Distribution of teachers and pupils by sex and type of establishment, 1957</i>					
Public kindergartens	191	577	577	24 100	12 371
Private kindergartens	7	21	21	730	376

86. PHILIPPINES

Until 1956 there were no public institutions for pre-school education in the Philippines; however, a few modern private schools already had kindergartens which resembled those in the United States of America in their organization, curriculum and methods.

At present the minimum age of admission to pre-school educational establishments is three years.

The minimum number of children per class in public education is 20 and the maximum 35. In private education, the minimum is 30 and the maximum 45.

Courses for the specialized training of pre-school teachers are proposed. However, in default of specialized staff qualified primary school teachers are also employed. A teacher training school has been opened by the Bureau of Public Schools at Baguio, which runs vacation courses for teachers already in service, who wish to obtain a certificate for teaching infant classes. In addition the regional teacher-training school at Zamboanga has started a course leading to a certificate in pre-school education.

Table 68. Pre-school education in the Philippines, 1950-1960

School year beginning	Number of establishments	Teachers		Pupils enrolled
1950	109	...		6 939
1951	129	...		8 152
1952	128	...		8 625
1953	144	...		8 626
1954	155	541		9 051
1955	168	250		9 669
1956	176	286		10 838
1957	175	327		12 647
1958	193	450		14 430
1959	224	462		16 657
1960	236	495		20 187

Distribution of teachers and pupils by type of establishment, 1957

Public kindergartens	9	10	507
Private kindergartens	227	485	19 680

1. Including 7 165 girls of which 5 259 girls in 1956; 6 275 in 1957; 7 081 in 1958; 7 932 in 1959 and 9 844 in 1960.

87. POLAND

In addition to nursery schools open to children from 3 to 7 years of age, seasonal kindergartens are organized in rural areas at harvest time. In both cases these are public establishments.

In nursery schools there are 25 to 30 children per teacher. The minimum number for an infant class attached to a rural school is 20.

Nursery-school teachers are trained in special training centres which since 1959 have given a five year course after completion of the seven-year primary cycle.

In addition, it is possible on completion of secondary education (at least eleven years of general education) to follow a two-year course leading up to a nursery school teacher's certificate.

The number of nursery school-teachers without the required qualifications is decreasing (9% in 1959-1960). Most of them are following general education and vocational correspondence courses.

Table 69. Pre-school education in Poland, 1950-1960

School year beginning	Number of establishments	Teachers		Pupils enrolled
		Total	Women	Total
1950	7 282	11 507	11 507	317 635
1951	7 460	12 220	12 220	309 930
1952	7 582	13 006	13 006	315 861
1953	...	14 513	...	417 222
1954	10 715	15 458	...	474 168
1955	10 872	16 259	...	471 260
1956	10 696	17 435	...	474 814
1957	8 427	16 545	...	416 066

School year beginning	Number of establishments	Teachers		Pupils enrolled
		Total	Women	Total
1958	6 945	16 349	16 349	358 570
1959	7 216	17 528	17 528	375 377
1960	7 416	18 404	18 404	401 746
<i>Distribution of pupils by type of establishment, 1958</i>				
Urban nursery schools	3 332	...	...	248 392
Rural nursery schools	3 613	...	...	110 178

88. PORTUGAL

Children of pre-school age can attend private, public or semi-public pre-school establishments, of which there is a fairly large network, particularly in the towns. The Poor Law Administration and certain corporative organizations, such as the Fishermen's Corporations, are also concerned with pre-school education. The provincial administrative councils likewise maintain kindergartens. There are various kinds of pre-primary establishments: *escolas infantis, parques infantis, casas das crianças, jardins-escolas de João de Deus*.

Before 1954, teachers for these institutions were trained solely in the *jardins-escolas de João de Deus*, which played the rôle of precursors in the field of pre-school education in Portugal.

There are two schools which specialize in training pre-school teachers. They are subsidized by the State and award official diplomas. The courses last two years, to which a final training period of three to six months' practice in an infant school is added. Admission requirements are completion of the second cycle of secondary education (liceu).

There is also a private school for pre-school teachers whose diploma is not officially recognized.

Table 70. *Pre-school education in Portugal, 1950-1960*

Private establishments

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	...	...	...	1 954	883
1951	...	...	...	3 155	1 664
1952	...	...	...	4 263	2 219
1953	127	...	...	4 817	2 589
1954	125	...	...	5 258	2 656
1955	156	...	...	4 853	2 530
1956	163	156	149	4 820	2 459
1957	172	153	...	4 978	2 457
1958	186	200	...	5 898	2 843
1959	177	181	...	6 126	2 969
1960	159	226	...	6 528	3 194

89. PUERTO RICO

Pre-school education (children from 4 to 6 years of age) is provided only in private schools called nursery schools or kindergartens.

Table 71. Pre-school education in Puerto Rico, 1950-1954, 1957, 1959

Private kindergartens					
School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	45	33	33	2 222	1 230
1951	49	44	44	2 561	1 312
1952	...	54	54	3 014	1 576
1953	...	53	51	3 253	1 640
1954	63	68	65	3 407	1 779
1957	...	...	...	3 551	1 869
1959	...	...	...	4 111	2 079

90. REUNION

Pre-school education is given in nursery schools and infant classes attached to primary schools. However, such establishments are very few in number.

Table 72. Pre-school education in Reunion, 1950-1957

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	3	24	24	1 860	1 328
1951	3	25	25	2 106	1 278
1952	3	25	25	1 931	1 047
1953	18	28	28	1 635	918
1954	17	27	27	1 863	969
1955	1 10	1 27	1 27	2 357	1 322
1956	1 16	1 37	1 37	3 087	1 809
1957	41	68	68	3 898	2 238

Distribution of teachers and pupils by sex and type of establishment, 1957

Public nursery schools	4	25	25	1 303	645
Infant classes attached to public primary schools	19	25	25	1 422	788
Infant classes attached to private primary schools	18	18	18	1 173	805

1. Public schools only.

91. RUANDA - URUNDI

Pre-school educational establishments include nursery schools (Froebel-type nursery schools) with a European curriculum, organized according to the same principles as in Belgium, and nursery schools with an African curriculum, similar to the former but adapted to the needs of the indigenous environment; and preparatory schools which prepare children for the first year of primary school.

Table 73. Pre-school education in Ruanda-Urundi, 1952-1958

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1952 ¹	34	49	18	1 525	...
1953 ¹	...	56	24	1 658	...
1954 ¹	...	62	30	1 853	...
1955	...	...	...	...	...
1956	...	...	...	...	...
1957	...	...	...	...	...
1958	43	...	...	2 737	1 242

*Distribution of pupils by sex and type of establishment, 1958**African education*

Public nursery schools	1	...	...	229	101
Private subsidized nursery schools	37	...	...	2 225	1 001

European education

Public nursery schools	3	...	...	112	53
Private subsidized nursery schools	2	...	...	171	37

1. Nursery schools and preparatory schools.

92. RUMANIA

Children between the ages of 3 and 7 are educated in special pre-school establishments for Rumanian children and children of the national minorities. Pupils are divided into age groups (3 to 5, 5 to 6 and 6 to 7 years). According to the regulations in force, the minimum number of infants per teacher is 20 to 25.

Pre-school establishments consist of nursery schools which are classified according to the time the children spend there :

- part-time nursery schools (5 to 6 hours a day)
- full-time nursery schools (10 to 13 hours a day)
- weekly nursery schools (from Monday to Saturday)
- seasonal nursery schools in villages, during the main agricultural work period (6 to 8 hours a day for 8 to 9 months of the year).

Pre-school establishments are staffed by women graduates of teacher-training colleges. The course in such colleges lasts six years ; admission is by competitive examination, after completion the seven-year primary school course. After being appointed as teachers, they have to attend refresher courses lasting one year at five-year intervals. The refresher course is divided into two periods - a period of individual study, followed by a second period, in the summer vacation, during which attendance at a one-month course is compulsory.

Table 74. Pre-school education in Rumania, 1950-1960

School year beginning	Number of establishments	Teachers		Pupils enrolled
		Total	Women	Total
1950	4 435	5 826	5 826	199 096
1951	5 068	6 658	6 658	216 539
1952	5 781	8 119	8 119	249 131

School year beginning	Number of establishments	Teachers		Pupils enrolled
		Total	Women	Total
1953	6 360	9 026	9 026	278 282
1954	6 406	9 324	9 324	274 953
1955	6 422	9 623	9 623	275 433
1956	6 527	10 201	10 201	276 673
1957	6 641	10 467	10 467	281 141
1958	6 674	10 688	10 688	293 257
1959	6 837	11 326	11 326	315 998
1960	7 375	12 533	12 533	354 677

93. RYU-KYU ISLANDS

Kindergartens (*yôchien*) admit children over 3 years and under 6 years of age.

Teachers in public kindergartens must hold a Department of Education certificate. In fact, most posts are filled by assistants who have completed their secondary education (training courses are organized by Ryu-Kyu University to improve teacher qualifications).

Table 75. Pre-school education in Ryu-Kyu Islands, 1953-1959

Public kindergartens

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1953	120	331	328	16 546	8 413
1954	123	317	314	17 223	8 611
1955	93	275	272	12 642	8 193
1956	60	215	...	10 885	...
1957	33	251	249	5 964	2 882
1958	...	...	...	...	...
1959	35	209	177	5 252	2 585

94. SAINT-PIERRE AND MIQUELON

Pre-school education is given to children from 2 to 6 years of age in nursery schools and infant classes.

Table 76. Pre-school education in Saint-Pierre and Miquelon, 1950-1954

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	5	13	13	343	170
1951	5	13	13	284	140
1952	5	13	13	315	150

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1953	5	13	13	349	170
1954	5	13	13	376	185
<i>Distribution of teachers and pupils by sex and type of establishment, 1954</i>					
Public nursery schools	2	6	6	97	44
Private nursery schools	3	7	7	297	140

95. SAN MARINO

There are four nursery schools (*asili d'infanzia*), at Città, Borgo, Serravalle and Faetano, operated by nuns holding teaching diplomas. Though ranking as private schools, they in fact come under the jurisdiction of the Director of Education.

96. SINGAPORE

Pre-school education is given in kindergartens which are mainly private.

Table 77. *Pre-school education in Singapore, 1958-1960*

Private kindergartens

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1958	...	...	...	5 652	...
1959	...	...	...	5 629	...
1960	40	160	154	5 464	2 352

97. SOMALIA (former Trust Territory only)

Pre-school education is given to children from 3 to 6 years of age in kindergartens, in nursery school, at the *Casa del Bambino* (Montessori method) or in preparatory classes at primary schools. Public pre-school educational establishments are attached to primary schools which supply them with staff. In addition, before entering primary school, many children attend the Koranic schools: private schools for religious instruction which adopt essentially mnemonic methods.

Nursery school-teachers usually hold either the kindergarten diploma of Italian teacher-training schools or a diploma as specialist in the Montessori method.

Table 78. Pre-school education in Somalia (former Trust Territory only), 1950-1960

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	3	3	3	75	27
1951	4	6	6	130	59
1952	6	6	6	214	90
1953	4	4	4	223	106
1954	8	16	16	406	173
1955	8	18	18	495	227
1956	7	20	20	521	260
1957	9	20	20	624	282
1958	...	...	...	711	252
1959	...	...	...	...	...
1960	9	...	...	585	290

98. REPUBLIC OF SOUTH AFRICA

There are nursery schools for all races, as well as crèches which, in addition to their social functions, also sometimes give a certain amount of instruction.

Pre-school education is not part of the national school system. The education of children from 2 to 5 years of age is left to the municipalities and especially to private individuals and philanthropic organizations.

There are three institutions for specialized training of nursery school-teachers; the course at each of these lasts three years and admission is open to white candidates. Candidates are usually required to possess the secondary school leaving certificate (ten years of schooling), or its equivalent. There is, in addition, a one-year course for students possessing a certificate of higher education.

As to non-white teaching staff, there are no schools at present for training bantu nursery-school teachers. Claremont College provides a teacher training course for "coloured" nursery school-teachers.

Table 79. Pre-school education in the Republic of South Africa
Nursery schools subsidized by provincial education departments, 1952 and 1958

Province	1952		1958	
	Number of schools	Number of pupils	Number of schools	Number of pupils
Cape				
Whites	7	355	11	521
Coloured	13	924	18	1 403
Total	20	1 279	29	1 924
Natal				
Whites	12	512	16	867
Coloured	-	-	1	47
Total	12	512	17	914
Orange Free State				
Whites			10	438
Transvaal				
Whites	65	2 877	81	4 098
Asiatics & Coloured	3	104	5	215
Total	68	2 981	86	4 313

	1946	1952	1958
Number of schools			
Whites	16	40	18
Non-Whites	3		1
Bantu		3	
Bantu and Coloured		1	
Asiatics			1
Coloured			3
Pupils			
Whites	365	1 338	628
Non-Whites			20
Bantu		87	
Bantu and Coloured		191	
Asiatics			7
Coloured			198

Nursery schools or classes attached to schools run under the aegis of the Department of Education, Arts and Science, 1958

	Schools	Pupils
Housecraft high schools (State)	2	45
School of Industry (State)	1	25
Barkly House Training College, Claremont, Cape (State)	3 classes	120
Department of Nursery Education and Teacher-training Technical College Johannesburg (State-aided)	3 classes	120
Schools for the Deaf (State-aided)	12 classes	120
Schools for the Blind (State-aided)	1	6

Source : "Organization of Pre-primary Education", IBE, Geneva, 1961

99. SPAIN

Pre-school education is provided for children between 2 and 6 years of age and is given in two kinds of institution : nursery schools (*escuelas maternas*) for children between 2 and 4 years, and infant schools (*escuelas de párvulos*) for children between the age of 4 and 6. At Madrid there is a model kindergarten attached to the Mária Díaz-Jimenez teacher-training school.

According to standards laid down in regard to school buildings, the number of children per infant class should be 20 but it varies between 30 and 40 in practice.

Principals of a nursery or infant school must have passed the annual competitive examination open to women national-teachers in service who have taught for at least a year. Nursery and infant school-teachers have directly under their orders assistants known officially as *inspectoras de orden y clase* or more commonly as *celadoras* (monitors), whose task is to see to the children's cleanliness, tidiness, food etc...

Table 80. Pre-school education in Spain, 1950-1959

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950 ¹	3 528	* 3 528	* 2 514	* 125 243	* 61 386
1951 ¹	3 961	* 3 961	* 3 677	* 128 842	* 63 142
1952 ¹	3 045	* 3 045	* 3 031	* 108 097	* 52 983
1953	9 445	9 524	9 524	* 356 864	...
1954	8 798	8 378	8 378	* 327 804	...
1955	9 022	9 140	9 140	* 337 455	...
1956	9 210	9 360	9 360	* 363 070	...
1957	9 355	9 518	9 518	* 392 031	...
1958	...	...	...	...	...
1959	10 858	...	...	434 320	...

Distribution of teachers and pupils by sex and type of establishment, 1957

Public nursery schools	312	331	331	* 12 158	...
Public infant schools	4 327	4 427	4 427	* 168 753	...
Private nursery schools	951	961	961	* 38 040	* 21 303
Private infant schools	3 765	3 799	3 799	* 173 080	* 105 194

1. Public schools only.

100. SUDAN

There are few pre-school educational establishments. Those that exist were founded by private organizations or individuals.

Table 81. Pre-school education in Sudan, 1958-1960

School year beginning	Number of establishments	Teachers	Pupils enrolled
1958	...	55	2 109
1959	27	58	2 232
1960	28	62	2 062

101. SURINAM

Several types of pre-school institution exist. The *bewaarscholen* (infant schools) are intended for children between 3 and 4 years of age; the *Fröbelscholen* (kindergartens) and the *kleuterscholen* (nursery schools) take children of 5 and 6.

Qualified teachers for pre-school education hold Certificate A. Training courses for this are organized by two of the denominations, and the Government has set up a four-year course which follows the first cycle of secondary education (the ULO diploma); women teachers qualifying in the course are allowed to teach in pre-school establishments and the first two primary grades.

Table 82. *Pre-school education in Surinam, 1951-1958*

School year beginning	Number of establishments	Teachers	Pupils enrolled	
			Total	Girls
1951	52	...	6 596	...
1952	60	...	7 616	...
1953	65	188	7 162	3 573
1954	65	187	7 560	3 865
1955	74	206	8 208	...
1956	72	218	8 253	4 103
1957	74	224	8 731	4 259
1958	81	268	9 625	4 835

Distribution of teachers and pupils by sex and type of establishment, 1958

Public pre-school institutions	18	55	1 825	918
Private pre-school institutions	63	213	7 800	3 917

102. SWEDEN

Pre-school education is not compulsory. Private persons and organizations have established kindergartens which are also called *förskolor*; these establishments are regarded as belonging more to the social welfare services than to the ordinary school system. They are subsidized. Training for the staff of these establishments is given in a few specialized teacher-training schools.

The regulation number of children per teacher in kindergartens is 20.

Table 83. *Pre-school education in Sweden, 1950-1959*
Kindergartens

School year beginning	Number of establishments	Teachers		Pupils enrolled
		Total	Women	Total
1950	465	...	...	18 186
1951	524	...	...	20 469
1952	553	...	...	21 596
1953	590	575	575	22 960
1954	619	640	640	25 615
1955	654	680	680	25 105
1956	687	745	745	29 758
1957	772	780	780	31 306
1958	795	...	...	33 000
1959	861	...	...	35 000

103. SWITZERLAND

The Swiss Confederation is made up of 25 cantons and demi-cantons, each of which, being a small sovereign State within the framework of the Confederation, is responsible for its school system. Thus, although a remarkable unity of spirit prevails, the Swiss schools are very varied both in form and method.

In some cantons the law provides for nursery school and infant class-education prior to entrance into primary school. More usually, however, the organization of pre-school educational establishments is left to the local authorities or private enterprise.

The age of admission to pre-school educational establishments is usually 4. In rural areas children are admitted from the age of 3.

Class numbers vary from 15 to 30 and sometimes 40.

The teaching staff is usually trained at teacher-training schools or other similar establishments.

104. SYRIA

Only a very few of the pre-school educational institutions are public; most are privately run. Nursery schools are usually intended for children from 4 to 6 years of age. Prior attendance at a nursery school is not required of children for admission to primary school.

Table 84. *Pre-school education in Syria, 1953-1957 and 1959-1960*
Number of boys and girls enrolled in infant classes at private primary schools

	1953-1954	1954-1955	1955-1956	1956-1957	1957-1958	1959-1960	1960-1961
Total number of pupils	24 271	25 678	28 245	25 432	31 136	32 110	32 704
Number of girls	...	...	12 731	11 461	13 914	13 744	14 213

105. THAILAND

Institutions teaching children before the compulsory school entrance age may be considered as nursery schools. The first government kindergarten was opened at Bangkok in 1940. The minimum age of admission is 3½ years.

The regulation number of children per teacher is 20 or 25.

Teaching staff at pre-school institutions must hold the higher certificate in pre-school education of the Pedagogical College, which is under the Teacher Training Department of the Ministry of Education. Candidates for the College must hold the intermediate school certificate (*Mathyom VI*), the ordinary pre-school teacher's certificate or the domestic science teacher's certificate. The length of the course varies according to the qualifications of candidates; it is four years for those who hold the *Mathyom VI* certificate and two years for the others.

Table 85. *Pre-school education in Thailand, 1953-1960*

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1953	485	1 034	774	27 372	12 193
1954	371	1 219	988	21 282	10 165
1955	499	1 451	1 183	29 093	13 874
1956	621	1 220	1 111	31 310	14 872
1957	842	1 409	1 358	32 010	15 415
1958	...	...	...	35 200	...

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1959	...	...	...	35 004	...
1960	1 025	1 648	1 488	38 830	18 480
<i>Distribution of teachers and pupils by sex and type of establishment, 1960</i>					
Public kindergartens	536	1 142	1 059	22 168	10 409
Infant classes	489	506	429	16 662	8 071

106. TOGO

Table 86. Pre-school education in Togo, 1950-1957

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1950	...	13	...	1 132	454
1951	...	9	...	661	344
1952	...	10	...	889	543
1953	9	9	9	682	304
1954	6	66	6	606	560
1955	6	6	6	696	521
1956	5	5	5	573	353
1957	7	7	7	1 064	543

Distribution of teachers and pupils by sex and type of establishment, 1957

Public kindergartens	2	2	2	64	39
Private kindergartens	5	5	5	1 000	504

Note : From 1950 to 1952 the data also refer to infant classes attached to primary schools.

107. TURKEY

According to the regulations the pre-school establishments known in Turkish as *ana okulu* (nursery schools) are for children aged between 2 and 4, whereas the *çocuk bahçesi* (kindergartens) are for children aged between 5 and 6.

The regulation maximum number of children per teacher is 30.

The regulations lay down that teachers and principals of nursery schools must be graduates of nursery teacher training schools or primary teacher training schools, persons qualified to teach at the various other levels of education, or graduates of the girls college, the girls institute or the school for nurses, in addition to holding a nursery teachers' diploma.

Table 87. *Pre-school education in Turkey, 1953-1959**Private nursery schools*

School year beginning	Number of establishments reporting	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1953	52	77	77	2 177	980
1954	55	83	83	2 442	1 074
1955	56	82	82	2 573	1 091
1956	64	85	85	2 437	1 069
1957	59	95	95	2 796	1 273
1958	65	101	101	2 781	1 244
1959	69	107	107	2 683	1 147

108. UNION OF SOVIET SOCIALIST REPUBLICS

The Soviet Union has a system of pre-school education which provides for children from the ages of 3 to 7 years, and which comes under the auspices of the USSR Ministry of Health.

The number of pupils per class at kindergartens is 20 to 25.

Pre-primary establishments consist of kindergartens and open-air centres organized in the summer by local education authorities, factories, collective farms and offices. There are no private kindergartens in the Soviet Union. Kindergarten teachers are trained at special teacher training schools. Since 1954 candidates have been required to pass the final secondary school examination in order to gain entrance to these schools. Courses last two years. More advanced training is given in special pre-school education sections attached to pedagogical institutes in the Russian Federation and certain other Republics.

Table 88. *Pre-school education in the USSR, 1950-1960*

School year beginning	Number of establishments	Teachers	Pupils enrolled
1950	25 624	92 586	1 168 779
1951	26 337	97 632	1 256 948
1952	27 140	104 611	1 352 550
1953	28 258	118 111	1 438 307
1954	29 896	130 985	1 577 398
1955	31 596	143 834	1 730 941
1956	33 800	155 900	1 882 000
1957	34 400	171 500	2 095 100
1958	36 795	191 900	2 354 100
1959	39 890	216 400	2 671 100
1960	43 600	243 400	3 115 100

Distribution of teachers and pupils by type of establishment, 1959

Urban kindergartens	26 300	177 100	2 197 300
Rural kindergartens	13 600	39 300	473 800

109. UNITED ARAB REPUBLIC (EGYPT)

There are public and private kindergartens and nursery schools, which are sometimes separate establishments and sometimes classes attached to primary schools.

Pre-school institutions are organized and financed either by public authorities or by private organizations. The ministry of Social Affairs and Labour subsidized certain private institutions.

Pre-school education is optional; in public schools the minimum age of admission is 3. Private institutions admit even younger children.

According to the regulations, the maximum number of children per teacher is 30.

Specialized training for pre-school teaching staff is given in the form of advanced courses at primary teacher training schools. Candidates must have taught for at least four years in a primary school; have obtained a primary school teaching diploma with credit, and be between the ages of 22 and 28 years of age.

These courses last two years.

Candidates may pursue even more advanced studies at higher institutions such as the pedagogical colleges.

Table 89. *Pre-school education in Egypt, 1954-1960*

School year beginning	Number of establishments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1954 ¹	104	...	...	14 122	4 278
1955 ¹	93	370	358	13 397	5 150
1956 ¹	55	229	227	7 429	2 731
1957 ¹	41	250	246	7 225	2 713
1958	47	305	284	24 439	12 833
1959	102	...	...	25 251	13 443
1960	192	...	...	27 691	13 940

Distribution of pupils by sex and type of establishment, 1960

Public nursery schools	7	...	...	457	155
Private nursery schools	53	...	...	7 811	3 103
Nationalized nursery schools	...	...	...	15 921	9 293
Nursery schools attached to other schools	...	...	...	3 502	1 389

1. Foreign nursery schools are only partially included in the figures for 1954 and 1955; they are excluded in 1956 and 1957.

110. UNITED KINGDOM

Compulsory education begins at five years of age; however, local education authorities must also see that provision is made in nursery schools for children aged from 2 to 5, or in nursery classes attached to primary schools for children from 3 to 5.

Certain training colleges offer a three-year course with a bias towards nursery teaching. A number of the general training colleges offering two-year courses also contribute to the training of staff for nursery schools.

Table 90. Pre-school education in England and Wales, 1950-1959

School year beginning	Number of establishments	Teachers ¹		Pupils enrolled	
		Total	Women	Total	Girls
1950	462	1 027	1 027	22 806	10 684
1951	485	1 067	1 067	23 549	11 122
1952	482	1 049	1 049	23 791	11 189
1953 ²	486	1 051	1 051	23 728	11 142
1954 ²	495	1 052	1 052	24 272	11 546
1955 ²	496	1 071	1 071	24 484	11 580
1956 ²	491	1 055	1 055	24 115	11 395
1957	718	1 393	1 388	28 036	13 260
1958	672	1 295	1 293	27 038	12 688
1959	686	1 306	1 301	27 211	12 771

Distribution of pupils and teachers by sex and type of establishment, 1958³

Nursery schools under local authorities	454	967	967	21 746	10 126
Infant classes attached to official schools	1 966	1 966	1 960	53 351	...
Nursery schools under the Ministry of Education	20	40	40	799	346
Recognized nursery schools	10	30	30	346	187
Un-recognized nursery schools	188	258	256	4 147	2 011

1. Full-time teaching staff only.

2. Excluding un-recognized schools.

3. Including infant classes in primary schools

110. UNITED KINGDOM (cont.)

Table 91. Pre-school education in Scotland, 1950-1959

School year beginning	Number of establishments	Teachers ¹		Pupils enrolled	
		Total	Women	Total	Girls
1950 ²	69	114	114	4 412	2 184
1951 ²	71	114	120	4 303	2 142
1952 ²	71	120	120	4 323	2 108
1953	199	132	132	5 870	2 879
1954	198	128	128	5 938	2 967
1955	195	121	121	5 624	2 781
1956	200	112	112	5 698	2 832
1957	202	116	115	5 791	2 847
1958	208	112	112	5 945	2 945

School year beginning	Number of establishments	Teachers ¹		Pupils enrolled	
		Total	Women	Total	Girls
1959	...	112	112	6 393	3 136

Distribution of teachers and pupils by sex and type of establishment, 1959

Public nursery schools	86	107	107		
Nursery classes attached to public primary schools	...	...	...	4 928	2 433
Private-aided nursery schools	2	5	5		
Nursery classes attached to private aided schools	...	...	...	217	134
Nursery classes attached to private unaided schools	...	...	...	1 248	569

1. Excluding teaching staff of unaided schools and nursery classes.

2. Public and aided schools only.

110. UNITED KINGDOM (cont.)

Table 92. *Pre-school education in Northern Ireland 1950-1959*

School year beginning	Number of establishments	Teachers ¹		Pupils enrolled	
		Total	Women	Total	Girls
1950	21	22	22	610	299
1951	23	28	28	709	325
1952	23	28	28	681	321
1953	62	29	29	5 593	2 824
1954	61	29	29	5 416	2 726
1955	59	25	25	5 788	2 899
1956	63	25	25	5 868	3 014
1957	60	27	27	6 066	3 029
1958	...	23	27	...	...
1959	...	26	26	9 752	...

Distribution of pupils by type of establishment, 1959

Nursery schools and classes under local authorities	...	...	...	4 843	...
Private aided nursery schools and classes	...	...	...	4 909	...

1. Teaching staff in nursery schools only.

Note : From 1953 to 1957 data concerning number of establishments and number of pupils include nursery classes.

111. UNITED STATES OF AMERICA

Terms used for pre-school education in the United States are "early elementary education" or "early childhood education".

Although the majority of children begin school at 6, many parents enrol their children in a kindergarten when they are 5, and there is a growing movement to make nursery schools available to children as young as 3 or 4 years of age.

The number of pupils per teacher depends on the age of the children. The following standards are usually recommended: 10 to 12 children of 3 years, 15 to 18 children of 4 years, and 20 to 25 children of 5 years per teacher.

Teachers of children at pre-school level must have followed a course of special training in order to obtain the official teaching certificate. Courses for training pre-school teachers are given at colleges. Candidates wishing to follow university courses preparing them to teach children between the ages of 3 and 8, which last 4 years, must have completed 12 years of primary and secondary schooling. Several colleges and universities give advanced courses on early childhood problems; these courses lead to a higher university degree.

A provisional certificate may be obtained by those who do not hold the official certificate; this permits them to teach in public schools for a limited period.

Table 93. *Pre-school education in the United States, 1950-1957*¹

*Number of pupils enrolled at public and private pre-school establishments
(in thousands) (excluding Alaska and Hawaii)*

	1949-1950	1951-1952	1953-1954	1955-1956	1957-1958
Total number of pupils (public schools and private schools)	1 175	1 516	1 809	1 838	2 135
Public schools	1 034	1 272	1 474	1 564	1 781

1. In 1958-1959, there were 2 032 000 pupils enrolled at pre-school education establishments, excluding kindergartens attached to primary schools, at which there were 300 000 pupils.

112. UPPER VOLTA

Table 94. *Pre-school education in Upper Volta, 1955-1960*

School year beginning	Number of establish- ments	Teachers		Pupils enrolled	
		Total	Women	Total	Girls
1955	11	11	...	400	206
1956	6	6	...	1 205	1 196
1957	7	7	...	548	323
1958	7	7	...	419	211
1959	11	11	...	559	286
1960	11	11	11	556	329

Distribution of teachers and pupils by sex and type of establishment, 1960

Infant sections in public primary schools	5	5	5	244	142
Infant sections in private primary schools	6	6	6	312	187

1. Public schools only

113. URUGUAY

There are kindergartens in the capital for children between 3 and 6 years of age, and kindergarten classes in schools at various places throughout the country (rarely more than one per establishment), which take children of 5 years of age.

The regulation number of children per teacher is 25.

Teaching staff receive specialized training at teacher training schools in the capital. Candidates must have a teacher's certificate and be under the age of 25. The course lasts two years.

Table 95. Pre-school education in Uruguay, 1953-1957

Number of boys and girls enrolled in infant classes

	1953	1954	1955	1956	1957
Total number of pupils	9 201	8 840	8 252	8 738	8 805
Number of girls	4 393	4 151	3 849	4 200	4 211

114. VENEZUELA

Pre-school education is provided for children aged 4 to 7 at kindergartens (*jardines de infancia*).

Some of the teachers are specially trained, having taken courses either abroad or in Venezuela. These courses usually last four years. The Federal Government has gradually been setting up a network of kindergartens throughout the country.

Table 96. Pre-school education in Venezuela, 1950-1959

School year beginning	Teachers		Pupils enrolled	
	Total	Women	Total	Girls
1950	10 523	5 288
1951	10 578	4 958
1952	12 514	5 939
1953	12 594	6 151
1954	14 811	...
1955	17 440	...
1956
1957	580	564	16 540	8 151
1958	16 551	8 058
1959	608	...	20 170	9 899

Distribution of teachers and pupils by sex and type of establishment, 1959

Public kindergartens	196	...	6 913	3 466
Private kindergartens	412	...	13 257	6 433

115. VIET-NAM

There is a pre-school education system which comprises: public nursery classes attached to girls' primary schools or to co-educational provincial primary schools; nursery classes attached to the National Teacher Training School at Saigon; a few public nursery schools; some semi-private kindergartens attached to crèches; and private kindergartens and nursery schools.

The minimum age of admission is 4 in private establishments and 5 in public establishments.

As a rule the number of children per teacher varies from 25 to 35.

In 1956, a specialized course for teaching staff in public pre-school establishments was organized at the National Teacher Training School at Saigon. It is a one-year course.

Table 97. Pre-school education in Viet-Nam, 1956-1959

School year beginning	Teachers		Pupils enrolled	
	Total	Women	Total	Girls
1956	218	167	13 083	6 283
1957	295	205	14 055	6 665
1958	...	...	...	...
1959	386	331	18 050	8 404

Distribution of teachers and pupils by sex and type of establishment, 1959

Public nursery schools	80	80	3 261	1 610
Private nursery classes and kindergartens	306	251	14 789	6 794

116. YUGOSLAVIA

Some primary schools still include nursery classes for children of 5 to 7 years of age but these classes are gradually being replaced by kindergartens which are separate from the schools and admit children between the ages of 3 and 7.

Rural areas have seasonal kindergartens, attached to farms. There is a tendency for many of these to become permanent.

The regulation number of children per teacher is between 15 and 25. It varies according to the age of the children: 15, for children of 3 to 4; 20, for children of 4 to 5; 25, for children of 5 to 7 years of age.

Teaching staff in pre-school establishments are trained at pre-school teacher training schools, where the course lasts 5 years.

Table 98. Pre-school education in Yugoslavia, 1949, 1959 and 1960

	Number of establishments	Number of teachers	Number of pupils
1949	712	1 244	37 923
1959	1 250	2 240	65 400
1960	...	...	69 915

APPENDIX 1

Area, population and density: 1959, 1960

The main source of the figures, most of which are official estimates, is the Statistical Office of the United Nations. Unless otherwise stated area figures include inland waters.

Country	Area ¹ (square kilometres)	Estimated population at mid-year (in thousands)		Number of inhabitants ² per square	
		1959	1960	1959	1960
World total	135 363 000	2 905 000	2 971 800	21	22
Africa	30 289 000	236 000	244 400	8	8
Algeria	2 381 741	³ 10 930	³ 11 020	³ 5	5
Cameroun	432 000	3 225	3 240	7	7
Ceuta	19	61	61	.	.
Congo (capital Leopoldville)	2 344 932	13 821	14 150	6	6
Ethiopia	1 184 320	21 800	20 000	18	17
Gambia	10 369	290	308	28	30
Ghana	237 873	4 911	6 691	21	28
Liberia	111 370	⁴ 1 250	1 290	⁴ 11	12
Libya	1 759 540	1 172	1 195	1	1
Madagascar	590 000	5 239	5 340	9	9
Mauritius and dep.	2 096	640	659	305	314
Melilla	12	85	85	.	.
Morocco	443 680	10 550	11 626	24	26
Niger	1 188 794	2 555	2 850	2	2
Reunion	2 510	*324	336	*129	134
Ruanda Urundi	54 172	4 780	4 901	88	90
Senegal	197 161	2 570	3 140	13	16
Seychelles and deps.	404	43	41	.	.
Somalia	637 661	1 990	1 990	3	3
South Africa	1 223 409	14 673	15 841	12	12
Spanish Equatorial Region	28 051	216	218	8	8
Spanish Sahara	266 000	25	25	0	0
Sudan	2 505 823	11 459	11 770	5	5
Swaziland	17 363	250	259	14	15
Togo	57 000	1 670	1 440	29	25
United Arab Republic (Egypt)	2 570	*324	336	*129	*134
Upper Volta	274 122	3 537	3 567	13	13
Zanzibar and Pemba	2 643	304	307	115	116
America, North	24 241 000	261 000	265 000	11	11
Bahama Islands	11 396	103	105	9	9
Bermuda	53	44	45	.	.
Canada	9 974 375	17 442	17 852	2	21
Canal Zone	1 432	42	42	29	29
Costa Rica	50 900	1 126	1 171	22	23

Country	Area ¹ (square kilometres)	Estimated population at mid-year (in thousands)		Number of inhabitants, per square ²	
		1959	1960	1959	1960
America, North (cont.)					
Cuba	114 524	6 743	6 797	59	59
El Salvador	20 000	2 520	2 612	126	131
Guadeloupe	1 779	264	270	148	152
Guatemala	108 889	3 652	3 759	34	35
Haiti	27 750	3 464	3 505	125	126
Honduras	112 088	1 887	1 950	17	17
Martinique	1 102	271	277	246	251
Mexico	1 969 269	33 304	34 626	17	18
Netherlands Antilles	961	195	193	.	.
Nicaragua	148 000	1 424	1 475	10	10
Panama	74 470	1 024	1 068	14	14
St. Pierre and Miquelon	240	5	5	.	.
United States of America	9 363 387	177 700	180 670	19	19
Virgin Islands	344	30	32	.	.
West Indies, Federation of Jamaica	12 113	1 687	1 621	139	134
America, South					
	17 793 000	137 000	140 000	8	8
Argentina	2 778 412	*20 614	20 956	*7	8
Bolivia	1 098 581	3 416	3 462	3	3
Brazil ⁵	8 513 844	64 216	65 743	8	8
British Guiana	214 970	*549	559	*3	3
Chile	741 767	7 465	7 340	10	10
Colombia	1 138 355	13 824	14 132	12	12
Ecuador ⁵	*270 670	4 169	4 298	*15	*16
Falkland Islands	11 961	2	2	0	0
French Guiana	91 000	31	31	0	0
Paraguay	406 752	1 718	1 768	4	4
Peru	1 285 215	10 524	10 857	8	8
Surinam ⁶	142 822	255	270	2	2
Uruguay	186 926	2 803	2 801	15	15
Venezuela ⁵	912 050	6 512	7 362	7	8
Asia					
	27 149 000	1 622 000	1 665 000	60	61
Afghanistan	*650 000	13 150	13 800	*20	21
Bahrain	598	143	147	.	.
China					
China (Taiwan)	35 961	10 232	10 611	285	295
China (Mainland) ⁶	9 761 012	...	669 000	⁷ 69	69
Hong Kong	1 013	2 857	3 128	2 820	3 088
India	*3 263 373	402 600	438 000	*123	*134
Indonesia	1 491 562	90 300	92 600	61	62
Iran	1 648 000	20 149	20 633	12	13
Iraq	444 442	6 952	7 085	16	16
Israel	20 700	2 061	2 114	100	102

Country	Area ¹ (square kilometres)	Estimated population at mid-year (in thousands)		Number of inhabitants per square ²	
		1959	1960	1959	1960
Asia (cont.)					
Japan	369 661	92 740	93 418	251	253
Jordan	96 610	1 636	1 695	17	18
Korea					
Republic of Korea	96 929	*23 848	24 994	*246	258
North Korea	123 962	8 100	8 250	65	67
Kuwait	15 540	219	223	14	14
Laos	236 800	1 760	1 800	7	8
Lebanon	10 400	...	1 646	149	158
Macau	16	215	220	.	.
Federation of Malaya	131 313	6 698	6 909	51	53
Mongolian People's Republic	1 531 000	1 057	1 075	1	1
Netherlands New Guinea	416 000	700	700	2	2
Philippines	299 681	24 718	27 456	82	92
Ryu Kyu Islands	2 196	855	875	389	398
Sarawak	123 025	688	745	6	6
Singapore	581	1 580	1 634	.	.
Syria	184 476	4 539	4 561	25	25
Thailand	514 000	21 881	25 520	43	50
Turkey	780 576	26 881	27 829	34	36
Viet-Nam	170 806	13 790	14 100	81	83
Europe	4 930 000	423 000	427 000	86	87
Albania	28 748	1 556	1 625	54	57
Andorra	453	7	8	.	.
Austria	83 849	7 049	7 014	84	84
Belgium	30 507	9 104	9 153	298	300
Bulgaria	110 669	7 798	7 867	70	71
Czechoslovakia	127 859	13 559	13 649	106	107
Denmark	43 042	4 547	4 581	106	106
Faroe Islands	1 399	34	34	24	24
Federal Republic of Germany	248 441	54 996	55 577	213	224
Eastern Germany	107 834	17 298	*17 200	*160	160
Finland	337 009	4 416	4 456	13	13
France	551 208	*45 097	45 540	*82	*83
Greece	132 562	8 258	8 385	62	63
Hungary	93 030	9 953	9 977	107	107
Iceland	103 000	172	176	2	2
Ireland	70 283	2 846	2 834	40	40
Italy	301 226	49 052	49 361	163	163
Luxembourg	2 586	324	315	125	122
Malta and Gozo	316	325	328	.	.
Monaco	1	23	22	.	.
Netherlands	832 450	11 346	11 480	350	354

Country	Area ¹ (square kilometres)	Estimated population at mid-year (in thousands)		Number of inhabitants ² per square	
		1959	1960	1959	1960
Europe (cont.)					
Poland	311 730	29 257	29 731	94	95
Portugal	92 200	9 053	9 125	98	99
Rumania	237 500	18 256	18 403	77	77
Spain	503 486	29 894	30 128	59	60
Sweden	449 682	7 454	7 480	17	17
United Kingdom	244 016	52 157	52 675	214	216
Yugoslavia	255 804	18 421	18 500	72	72
Oceania	8 558 000	16 100	16 400	2	2
Australia ⁹	7 704 159	10 061	10 281	1	1
New Guinea (Aust.)	240 870	1 376	1 402	6	6
New Hebrides	14 763	58	59	4	4
New Zealand	268 676	2 331	2 372	9	9
Papua	234 498	480	503	2	2
USSR	22 403 000	210 500	214 400	9	10

Notes

1. Comprising land area and inland waters but excluding uninhabited polar regions and some uninhabited islands.
2. Population density is not shown for territories less than 1 000 square kilometres in area.
3. Excluding soldiers stationed in barracks.
4. For 1956.
5. Population figures do not include Indian jungle inhabitants.
6. Population figures do not include Indian and Negro population living in tribes.
7. For 1958.
8. Land area only.
9. Population figures do not include full-blooded aborigines.

APPENDIX 2

School Enrolment Ratios

The unadjusted school enrolment ratio for the first level of education is a percentage ratio based on the enrolment at this level related to the estimated population 5-14 years old; the corresponding ratio for the second level of education is based on the enrolment in all types of schools (general, vocational and teacher training) at this level related to the estimated population 15-19 years old: the combined ratio for the first and second levels is based on the total enrolment at the first and second levels related to the population 5-19 years old. The adjusted school enrolment ratio for the first and second levels has been computed according to the same principles, but on the basis of a population figure adjusted to correspond to the actual duration of schooling.

Country	Year	Unadjusted school enrolment ratios			Adjusted school enrolment ratio (1st and 2nd levels)
		1st level	2nd level	1st and 2nd level	
Africa					
Algeria	1959	26	6	20	25
Cameroun	1959	46	4	33	38
Congo (capital : Leopoldville)	1959	42	3	30	38
Ethiopia	1959	13	0.4	3	3
Gambia	1960	10	6	8	...
Ghana	1959	29	26	28	30
Liberia	1959	17	2	12	16
Libya	1959	46	10	35	48
Madagascar	1959	31	5	23	27
Mauritius and deps.	1960	56	82	64	68
Morocco	1960	27	7	21	...
Niger	1959	3	0.4	2	3
Reunion	1957	77	6	56	70
Ruanda-Urundi	1958	22	1	16	20
Senegal	1957	13	2	10	13
Seychelles and deps.	1960	58	21	47	64
Somalia	1958	4	1	3	...
South Africa	1958	62	25	51	64
Spanish Equatorial Region	1960	40	3	29	...
Sudan	1959	10	5	8	11
Swaziland	1960	53	6	39	49
Togo	1959	22	2	16	18
United Arab Republic (Egypt)	1959	40	19	34	42
Upper Volta	1960	6	1	5	...
Zanzibar and Pemba	1960	18	24	20	25
America, north					
Bahama Islands	1959	91	10	67	...
Bermuda	1960	62	135	84	90
Canada	1959	86	64	80	92
Canal Zone	1957	81	60	75	93
Costa Rica	1959	60	28	51	70

Country	Year	Unadjusted school enrolment ratios			Adjusted school enrolment ratio (1st and 2nd levels)
		1st level	2nd level	1st and 2nd level	
Cuba	1956	53	11	41	56
El Salvador	1960	49	12	38	52
Guadeloupe	1957	84	17	65	81
Guatemala	1959	28	6	21	29
Haiti	1957	24	4	18	21
Honduras	1957	33	6	25	35
Martinique	1958	108	19	82	103
Mexico	1958	52	9	40	55
Netherlands Antilles	1957	101	11	75	...
Nicaragua	1958	36	² 4	27	36
Panama	1959	58	33	51	63
United States of America	1957	88	71	83	104
Virgin Islands (U.S.)	1957	108	46	91	...
West Indies, Federation of Jamaica	1959	69	12	52	71
America, south					
Argentina	1959	68	29	56	70
Bolivia	1956	19	12	17	21
Brazil	1960	46	16	38	48
British Guiana	1959	52	110	66	76
Chile	1957	69	30	57	71
Colombia	1959	41	³ 16	34	46
Ecuador	1957	49	13	39	49
French Guiana	1957	46	22	39	...
Paraguay	1960	64	³ 16	50	63
Peru	1958	48	15	39	59
Surinam	1958	79	⁴ 24	63	79
Uruguay	1958	65	39	57	71
Venezuela	1959	62	22	51	70
Asia					
Afghanistan	1959	4	1	3	4
Bahrain	1959	27	9	21	39
China					
China (Taiwan)	1959	63	33	55	69
China (Mainland)	1955	36	7	28	35
Hong Kong	1959	32	61	39	49
India	1958	⁵ 24	⁵ 35	28	35
Indonesia	1959	39	13	31	39
Iran	1959	26	13	22	28
Iraq	1959	36	19	31	42
Israel	1959	80	36	69	86
Japan	1960	62	109	77	96
Jordan	1959	51	33	46	63

Country	Year	Unadjusted school enrolment ratios			Adjusted school enrolment ratio (1st and 2nd levels)	
		1st level	2nd level	1st and 2nd level		
Asia (cont'd)						
Korea						
Republic of Korea	1959	59	28	50	62	
North Korea	1957	...	...	86	117
Kuwait	1959	61	13	47	59	
Laos	1958	24	1	17	20	
Lebanon	1959	56	32	49	61	
Macau	1959	86	30	69	94	
Federation of Malaya	1960	58	25	50	62	
Mongolian People's Republic	1956	...	...	27	40
Netherlands New Guinea	1959	¹ 21	2	6	...	
Philippines	1958	56	26	48	72	
Ryu Kyu Islands	1960	96	91	94	117	
Sarawak	1960	42	36	40	50	
Singapore	1958	65	36	58	72	
Syria	1959	37	16	31	39	
Thailand	1959	51	³ 23	44	55	
Turkey	1959	37	14	31	42	
Europe						
Albania	1958	77	11	56	76	
Austria	1959	60	58	60	75	
Belgium	1959	70	79	72	90	
Bulgaria	1960	76	42	66	90	
Czechoslovakia	1960	94	21	71	89	
Denmark	1958	69	82	73	91	
Finland	1959	69	70	69	86	
France	1959	76	75	76	94	
Germany						
Federal Republic of Germany	1959	68	81	73	84	
Eastern Germany	1959	35	67	45	56	
Greece	1958	64	⁴ 32	54	67	
Hungary	1959	76	20	59	74	
Iceland	1955	69	68	69	79	
Ireland	1959	92	42	76	95	
Italy	1958	53	46	51	58	
Luxembourg	1959	57	⁶ 34	50	57	
Malta and Gozo	1958	108	30	83	104	
Netherlands	1959	63	82	69	86	
Poland	1959	73	33	63	86	
Portugal	1959	52	23	43	58	
Rumania	1959	64	23	51	69	
Spain	1958	72	27	58	72	
Sweden	1959	74	³ 65	71	89	

Country	Year	Unadjusted school enrolment ratios			Adjusted school enrolment ratio (1st and 2nd levels)
		1st level	2nd level	1st and 2nd level	
Europe (cont'd)					
United Kingdom					
England and Wales	1958	* 67	* 102	* 78	* 90
Northern Ireland	1959	* 70	* 64	* 68	* 78
Scotland ⁷	1958	* 66	* 59	* 64	* 74
Yugoslavia	1959	77	21	59	73
Oceania					
Australia	1959	78	77	77	96
New Guinea (Austr.)	1959	36	1	26	35
New Zealand	1959	84	58	77	97
Papua	1959	55	2	39	...
USSR					
USSR	1960	...	...	57	86

1. Public schools only.
2. Excluding vocational education.
3. Including higher teacher training.
4. Excluding vocational education and teacher training.
5. Pupils in primary classes attached to secondary schools are counted under secondary.
6. Excluding private vocational education and teacher training.
7. Excluding private unaided schools.

APPENDIX 3

Number of pupils, by sex and per teacher, enrolled in primary schools

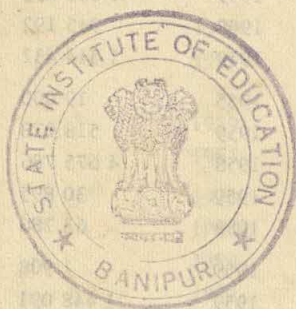
Country	School year beginning	Pupils enrolled		Average number of pupils per teacher
		Total	Percentage of girls	
Africa				
Algeria	1959	¹ 734 300	¹ 40	...
Cameroon	1959	371 421	31	...
Congo (capital Leopoldville)	1959	1 460 753	29	30
Ethiopia ²	1959	170 658	...	...
Gambia	1960	7 047	31	31
Ghana	1959	483 425	35	31
Liberia	1959	54 034	27	31
Libya	1959	139 569	16	33
Madagascar	1959	411 625	44	67
Mauritius and deps.	1960	90 651	47	...
Morocco	1960	795 893	28	43
Niger	1959	20 622	29	41
Reunion	1957	56 935	52	38
Ruanda-Urundi	1958	246 149	29	37
Senegal ³	1957	80 473	30	² 36
Seychelles and deps.	1960	5 900	50	25
Somalia (Former Trust Territory only)	1958	16 485	25	...
South Africa	1958	2 067	49	...
Spanish Equatorial Region	1960	21 687	40	75
Spanish Sahara	1959	788	28	49
Sudan	1959	288 395	25	39
Swaziland	1960	34 435	50	34
Togo	1959	78 689	25	...
United Arab Republic (Egypt)	1959	2 613 675	38	38
Upper Volta	1960	56 598	29	47
Zanzibar and Pemba	1960	13 801	39	20
America, North				
Bahama Islands	1959	24 050	51	32
Bermuda	1960	5 156	47	25
Canada	1959	3 209 163	48	30
Canal Zone ³	1957	10 168	...	...
Costa Rica	1959	184 135	49	25
Cuba	1956	745 880	52	35
El Salvador	1960	321 445	48	48
Guadeloupe	1957	48 112	50	...
Guatemala	1959	267 640	44	29
Haiti	1957	203 032	37	⁴ 46
Honduras	1957	146 551	48	32
Martinique	1958	66 204	...	...
Mexico	1958	4 436 561	...	45

Country	School year beginning	Pupils enrolled		Average number of pupils per teacher
		Total	Percentage of girls	
Netherlands Antilles ⁵	1957	40 207	50	35
Nicaragua	1958	128 583	51	...
Panama	1959	155 543	48	30
St. Pierre and Miquelon	1957	1 078	51	² 12
United States of America	1957	27 991 073	49	...
Virgin Islands (US) ³	1957	7 762	48	...
West Indies, Federation of Jamaica	1959	258 000	...	...
America, south				
Argentina	1959	2 800 560	49	24
Bolivia	1956	159 747	45	23
Brazil	1960	7 700 000	...	35
British Guiana	1959	78 509	48	...
Chile	1957	1 048 325	49	...
Colombia	1959	1 568 572	50	39
Ecuador	1957	501 622	47	41
Falkland Islands ⁶	1961	307	...	13
French Guiana	1953	3 621	48	...
Paraguay	1960	301 711	46	29
Peru	1959	1 391 952	...	36
Surinam	1958	48 540	48	36
Uruguay	1958	310 326	...	...
Venezuela	1959	1 074 386	...	36
Asia				
Afghanistan	1959	141 319	9	44
Bahrain	1959	9 570	28	15
China				
China (Taiwan)	1959	1 777 118	47	46
China (mainland)	1955	53 126 000	...	33
Hong Kong	1959	256 695	43	28
India	1958	⁷ 24 101 399	⁷ 31	...
Indonesia	1959	8 220 465	43	40
Iran	1959	1 311 164	33	34
Iraq	1959	642 665	...	32
Israel	1959	388 443	...	24
Japan	1960	12 590 680	49	35
Jordan	1959	210 802	35	34
Korea				
Republic of Korea	1959	3 549 610	44	58
North Korea ⁶	1957	2 000 000	...	...
Kuwait	1959	33 384	39	19
Laos	1958	101 099	28	² 36
Lebanon	1959	229 100	43	...
Macau	1959	46 016	42	27
Federation of Malaya	1960	1 104 570	43	28

Country	School year beginning	Pupils enrolled		Average number of pupils per teacher
		Total	Percentage of girls	
Mongolian People's Rep. ⁶	1956	*91 000	...	...
Netherlands New Guinea ²	1959	37 574	44	30
Philippines	1958	3 970 498	...	² 37
Ryu Kyu Islands	1960	163 209	49	42
Sarawak	1960	77 060	39	31
Singapore	1958	247 821	43	29
Syria	1959	423 958	29	32
Thailand	1959	3 432 662	...	34
Turkey	1959	2 564 195	37	50
Viet-Nam	1959	1 205 999	39	53
Europe				
Albania	1958	211 546	46	30
Andorra ⁸	1960	713	48	27
Austria	1959	712 315	50	22
Belgium	1959	960 282	49	24
Bulgaria	1960	1 054 379	48	26
Czechoslovakia	1960	2 142 027	49	24
Denmark	1959	546 874	...	28
Faroe Islands	1957	4 883	48	² 25
Finland	1959	633 241	48	23
France	1959	5 985 700	49	...
Germany				
Federal Rep. of Germany	1959	5 138 193	49	...
Eastern Germany	1959	1 051 033	...	...
Greece	1958	945 192	48	44
Hungary	1959	1 314 432	49	23
Iceland	1955	19 000	...	24
Ireland	1959	518 278	50	² 35
Italy	1958	4 675 786	48	24
Luxembourg	1959	30 895	...	² 26
Malta and Gozo	1958	63 786	50	...
Monaco	1959	1 908	45	...
Netherlands	1959	1 448 091	48	34
Poland	1959	4 556 001	49	32
Portugal	1959	869 207	...	² 35
Rumania	1959	2 135 403	48	24
Spain	1958	3 726 492	49	40
Sweden	1959	848 070	...	² 19
United Kingdom				
England and Wales	1958	4 480 096	48	29
Northern Ireland	1959	200 204	49	31
Scotland ⁹	1958	601 356	49	33
Yugoslavia	1959	2 589 576	47	37

Country	School year beginning	Pupils enrolled		Average number of pupils per teacher
		Total	Percentage of girls	
Oceania				
Australia	1959	1 547 635	49	² 31
New Guinea (Austr.)	1959	123 089	40	...
New Hebrides ⁸	1960	2 322	41	27
New Zealand	1959	416 316	49	32
Papua	1959	64 638	43	...
USSR				
USSR	1958	26 059 500	...	...

1. Including complementary courses.
2. Public education only.
3. Including kindergartens.
4. Excluding aided and unaided private schools.
5. Including advanced elementary education.
6. Primary and secondary general education.
7. Excluding primary classes attached to schools of other levels.
8. French schools only.
9. Excluding private unaided schools.



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